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ABSTRACT

This training packet, consisting of a workshop guide, two instructional guides, and assorted pamphlets and brochures, is intended for use by volunteer tutors who are themselves learning how to work with adults enrolled in an adult literacy program. The following topics are covered in the training workshop guide: the objectives and workings of adult basic education (ABE) programs--effective ways of working with adult learners and content and workings of the General Educational Development (GED) test; reading (testing and placement for reading instruction, beginning reading, intermediate reading, characteristics of good readers, and GED reading tests); mathematics (GED test questions, the hierarchy of math skills, textbooks, and math skills needed); and English grammar (English materials used in the GED, correct usage, common grammar and usage problems, and the format of the GED writing skills test). The two-part instructional guide, which is designed for use in conjunction with an educational television series entitled "Helping Adults Learn," covers the following topics: the characteristics and needs of adult students, techniques for communicating with students, methods of counseling adult learners, the language experience approach to teaching adults to read, and resources for use in addressing students' needs. Each section includes objectives, tutoring guidelines, and a discussion of key points raised during the television series. A GED practice test, tutor data form, pamphlet answering common questions about the GED test, and brochures explaining other locally available job search and ABE programs for adults are also included. (MN)

ED289069

Tutor Training Packet

"Ready-Set-ABE"

Adult Education T.I.U. Center
Juniata-Mifflin
Vocational Technical School

717-248-4942

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TUTOR/AIDE
TRAINING WORKSHOP

ADULT EDUCATION
TUSCARORA INTERMEDIATE UNIT
CENTER
JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PA 17044
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ADULT EDUCATION T.I.U. CENTER
TUTOR TRAINING WORKSHOP

I. ORIENTATION

- A. Welcome and Introductions
- B. Overview of Adult Education Center programs, objectives, needs
- C. Tutor Program - How it Works
- D. What Volunteers need to know about the GED Test

II. READING

- A. Introduction/Overview
- B. Testing and Placement for Reading Instruction
- C. Beginning Reading
 - 1. Description of a Beginning Reader
 - 2. Reading Instruction
 - 3. Common Problems
- D. Intermediate Reading
 - 1. Description of an Intermediate Reader
 - 2. Reading Instruction
 - 3. Common Problems
- E. Good Readers
- F. GED Reading Tests
 - 1. What is required
 - 2. Science Test
 - 3. Social Studies Test
 - 4. Literature (Reading) Test

III. MATHEMATICS

- A. Overview of Mathematics Program
 - 1. GED Test Questions
 - 2. Hierarchy of Math Skills
 - 3. Textbooks
- B. Review of Math Skills Needed

IV. ENGLISH GRAMMAR

- A. English - Your Best Subject - Honest!
- B. Review of English Materials Used in ABE/GED Program
- C. You May Not Remember the Terms - But you Know Correct Usage!
- D. Problems Areas in English: Helpful Hints!
 - 1. Sentence Fragments
 - 2. Pronoun - antecedent agreement
 - 3. Run-on Sentences
 - 4. Capitalization
 - 5. Irregular Verbs
 - 6. Subject-Verb Agreement
 - 7. Case
 - 8. Comparative/Superlative Degree
 - 9. Misplaced Modifiers
 - 10. Apostrophe
 - 11. Comma Clarifier
- E. A Look at the GED Writing Skills Test Format

EFFECTIVE WAYS TO WORK WITH ADULT STUDENTS

1. Be warm and friendly.
Learn the students' names. Show interest in what they do and tell you — you are a very important listener!
2. Encourage students to think.
Give students plenty of time to answer questions. Silence often means the student is organizing his or her thoughts.
3. Admit when you don't know an answer.
We can't know everything all the time! Feel free to ask the program staff for help whenever you need it.
4. Encourage students.
Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.
5. Accept a student just as he or she is.
Try to be as non-judgmental as possible regarding a student's abilities, progress, background or life style.
6. Let students "talk out" problems.
If a student is upset, you need not solve the problems; however, by listening and talking you let the student know you care.
7. Honor confidentiality.
Regard information as confidential that might be revealed to you about a student by the student or teacher.
8. Keep your commitment.
Students look forward to your coming. If you know you will be gone, tell them in advance.
9. Maintain a sense of humor!
10. Support and respect the existing classroom structure.

(Adapted from materials provided by State College Area School District's Volunteers In Public Schools Program.)

TUTOR/AIDE TRAINING PROJECT

SESSION I: ORIENTATION

- A. Welcome and Introductions
- B. Overview of Adult Ed Programs, Objectives, and Needs
 - 1. Program Description
 - 2. Program Objectives - to provide a quality educational program geared to:
 - a. meet the varied, individual needs of our students
 - 1. 0-4 level
 - 2. pre-GED (5-8)
 - 3. GED
 - 4. coping skills
 - 5. employability
 - 6. referrals to other agencies (OVR, JTPA, etc.)
 - b. provide a positive, non-threatening learning atmosphere (Handout 1 - Effective Ways to Work with Adult Learners)
 - 3. Program Operation
 - a. student recruitment (methods)
 - b. student contact:
 - 1. intake
 - 2. assessment
 - 3. instructional materials
 - 4. instructional format
 - 4. Program Needs
 - a. classroom teacher aides:
 - 1. help with "paperwork" (intake forms, correct student assessments, take attendance, etc.)
 - 2. assist teacher with student orientation and individualized instruction
 - b. one-on-one tutor
 - 1. during class time (in classroom or nearby room)
 - 2. at a time and place convenient for tutor/student
- C. GED Test Familiarization: What Volunteers Need to Know About the GED Test
 - 1. GED Practice Test Familiarization (Cambridge's Official GED Practice Test)

READING

TUTOR TRAINING WORKSHOP

READING

A. Introduction/Overview

1. What is Reading? Why is reading important for GED test?
 - a. All sections of the test require advanced reading skills.
 - b. Students may be very good at hiding and compensating for lack of good reading skills, but for GED good reading skills are essential.
2. Why is reading difficult for some students?
 - a. Some students lack basic pre-reading skills that good readers take for granted.

B. Testing and Placement for Reading Instruction

1. Informal interview to determine what student believes about his/her reading ability.
2. Tests administered.
3. Based on information from 1 and 2 above student will be placed in appropriate materials.

C. Beginning Reading

1. Description of a Beginning Reader
 - a. Someone who depends on verbal messages and other people to get information.
 - b. Someone who cannot read a menu, a shopping list, a can of soup, road signs or want ads.
 - c. Someone who cannot use a check book or read his/her own mail.
2. Reading Instruction - Use Handout 3, Chart of Decoding Skills, to show beginning reader starting at bottom of chart and working up.
3. Common problems
 - a. Point out problems beginning readers often encounter, for example: letter reversals and confusion; sound-symbol confusion (c, g, x, etc.)

D. Intermediate Reading

1. Description of an intermediate reader
 - a. Someone who reads some but is still frustrated by newspapers, child's homework, job applications, posters and signs.
 - b. Someone who has trouble with the big words, still avoids reading, cannot read for pleasure and "tightens up" at the sight of written words.
2. Reading Instruction - Use Chart of Decoding Skills moving up through word attack to reading for meaning.
3. Common Problems
 - a. Point out problems in syllabication, accents, prefixes, suffixes, changes that occur in adding endings.
 - b. Use Handout 4, Strategies for Developing Comprehension
 - c. Use Handout 5, Teaching Reading Comprehension Skills

E. Good Readers

1. What do they do? Use chart to discuss techniques of Reading for Meaning.
2. What do you look for?
 - a. Can student read for information? (For example: notices, bulletins, newspaper)
 - b. Does student read well enough to read for pleasure?
 - c. Can the student identify the main idea without confusing it with supporting details?
 - d. Can student restate main idea in own words?
 - e. Does student evaluate what she/he reads? Student is not afraid to disagree with written words or to question sources or validity of information.

- f. Does student draw inferences and form opinions based on information
- g. Does student act on information acquired through reading?

F. GED Reading Tests

1. What is required?
 - a. Reading Skills
 - b. Study Skills
 - c. Test Taking Skills - Multiple Choice Testing Techniques
2. Social Studies Test (Handout 6) - discuss reading required for selected GED practice test items.
3. Science Test (Handout 7) - discuss reading required for selected GED practice test items.
4. Literature (Reading Test) (Handout 8) - discuss reading required for selected GED practice test items.



Как учился В. И. Ленин.

Учился он легко и охотно.

И способности были у него хорошие, да и отец приучал его к усидчивости, к точности и внимательному исполнению заданного.

Учителя его говорили, что Володе очень помогает то, что он всегда внимательно слушает объяснение урока в классе.

Он запоминал обыкновенно в классе новый урок. И дома ему приходилось лишь песни повторить его.

Из А. Ульянов

В. И. Ленин.

Светит солнце ясное В битвах нашу Родину
в небе голубом. Ленин отстоял,
О великом Ленине ей дорогу верную
песню мы поём. к счастью укавал.

Он для счастья нашего
жизни не жалел,
он беречь Советскую
Родину велел.

Т. Волгина

Умеренно. Безуч.

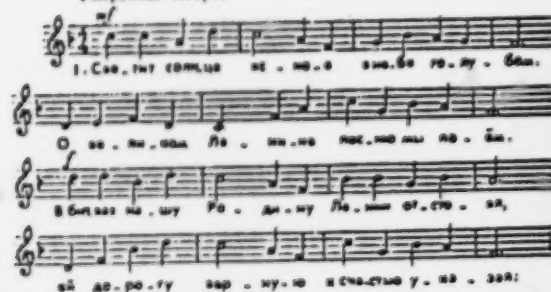


CHART OF DECODING SKILLS

COMPREHENSION

Independent level: Needs to read for fun at Level _____

Instructional level: Needs to study with help at Level _____

Potential level: Understands what is read to him at Level _____

READING FOR MEANING

Uses
Phrasing

Utilizes
Punctuation

Uses
Context

Finds
Main Idea

Remembers
Details

Makes
Inferences

Knows
Sight Words
____ out of ____
____ List

Knows
Word
Families

WORD ATTACK

Breaks
Words
Into
Syllables

Blends
Syllables
Into
Words

Knows Prefixes
de ex
re con
un sub
in pre

Knows Suffixes

Vowel Endings
-ing -able
-ed -ion
-y -ous

Consonants
-ly -ment
-ty -ness
-ful -less

A
U
D
I
T
O
R
Y

S
K
I
L
L
S

Associates sounds with letters

Short Vowels

A E I O U

Long Vowels

A E I O U

VOWELS

Short Vowels

A E I O U

Associates letters with sounds

With R

ar or
er ir

Two-letter Vowels

ou au oi eu
ow aw oy ew

V
I
S
U
A
L

S
K
I
L
L
S

Associates sounds with letters

CONSONANT BLENDS

Associates letters with sounds

bl cl fl gl pl sm sl spl
br cr fr gr pr sn sp spr
dr sw tw tr st str sc scr

bl cl fl gl pl sm sl spl ph
br cr fr gr pr sn sp spr
dr sw tw tr st str sc scr sk

Associates sounds with letters

Beginning sounds:

b d f g h j k l m ch sh
n p r s t w y z th wh

Final sounds:

b d f g k l m
n p r s t v x z

CONSONANTS

Associates letters with sounds

b c d f g h j k l m ch sh
n p r s t v w y z qu th wh
--x

KNOWS LEFT AND RIGHT

CAN SAY ALPHABET

CAN WRITE ALPHABET

STRATEGIES FOR DEVELOPING COMPREHENSION

1. Help students recognize acceptable and unacceptable errors.

Acceptable errors either do not change the meaning of the text, or if they change the meaning, are quickly corrected.

Unacceptable errors are those that change the meaning of the text and are not corrected by the reader.

Correct: The man fell down the stairs.

Acceptable error: "The man fell down the steps."
"The man fell down the stats...stairs."

Unacceptable error: "The man fell down the stars."

2. Help students apply simple strategies while reading.

---Always try to make sense of everything they read.

---When they come to a word or phrase they don't know, guess that it is a word or phrase that has the meaning called for in the sentence.

"After Jill won the contest, she was ecstatic."

---If they cannot think of a word or phrase that looks like the one in the text, choose something that has the meaning they seem to need and read on.

---When they encounter an unfamiliar name of a person or place, recognize what kind of a word it is. Choose a substitute name for the character or place and stick to it.

---When they come to phrases that tell who is speaking, such as "he replied," "she hinted," or "they expounded," use the word "said" in place of "replied", "hinted", or "expounded." The important thing is to keep reading.

---If they cannot figure out the meaning of a word, they should try to decide if it is the name of something or if it tells what something is, has or does; then keep reading.

Syntactic clues: "The _____ was angry at the referee's decision."

"The girl _____ as she added the column of numbers."

TEACHING READING COMPREHENSION SKILLS

GOAL for each session with your learner: A Sense of SUCCESS, of WINNING!

PRETESTS: (at the beginning of each reading book) Begin with pretest in any book that you use.

Take the pretest with your learner. A pretest is not for homework. You want to notice how long your learner takes, how much of a struggle he is having at this level, how many answers he gets right and why he chooses the answer he does.

Check each part of the pretest as you complete it. The answers and explanations follow the passages. Discuss why the right answers are right and why the wrong answers are wrong. If the learner misses 40% or more, he has not understood the passage. Reread it aloud together. What is keeping him from understanding?

PROBLEM

POSSIBLE SOLUTIONS

Vocabulary: He does not know the words. Building words is a slow process. Relate new words to known ideas and word families. (biannual: annual, anniversary)

Study key words before reading each time. Write the words; pronounce them clearly. Talk about them. Come back to them to reinforce. Let him keep a list or card set of new words.

Punctuation: He does not stop for periods or pause for commas. Sentences run together and lose their meaning.

Explain that periods are like red lights and that commas are like yellow lights. Read and write sentences proving the point.

Complex sentence structure: Clauses can hide the subject. "As the sun set, the deer emerged."

Find the subject by restating the sentence, as "The deer came out as the sun set."

Background lacking: He does not know where or when or what he is reading about. Elementary facts can be missing. Try to discover lacks without expressing shock! A learner who left school in 9th or 10th grade has not had any U.S. History or Government, and probably no biology.

Geography: Get a globe from librarian. Begin with USA, oceans, continents, etc. History: A time line may help. Make one showing major relevant events.

Science: Ask Youth Librarian for an attractive book. Have learner check it out on his library card.

Study Skills lacking: Learner cannot pick out important facts or key words. Reading is active thinking process, not just passive reception.

Teach him the SQ3R method: Survey, Question, Read, Recite, & Revue. Show him how to find key words.

Slow, halting pace: Lack of confidence can freeze a reader. May repeat first word or phrase. Speed reading is not a goal, but he must learn to move fast enough to get the meaning.

If words are not too difficult for him, have him use a 3 x 5 card as line marker, moving card down over line he has just read. Push for steady pace with understanding. Discuss passage for its ideas.

-Read aloud with the student so that he has an example of what smooth reading sounds like.-

Multiple Choice Tests: Learner does not know how to take this kind of test. Practice and discussion together will help him develop a technique for test-taking, much as an athlete can be trained with practice. He will also gain confidence as he becomes familiar with the format of the test.

Pick out the key words in the question. Find the best answer through eliminating the answers that are untrue, too broad, or too narrow. Words like "always, only never" are too narrow. An answer using them is usually a poor choice. Insist that the learner GUESS if all else fails. A black answer is wrong; guessing is not penalized on the GED.

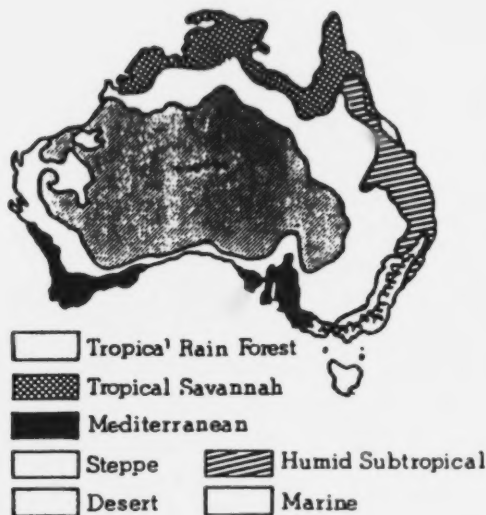
Read the questions first before reading the passage itself. This is kind of skimming.



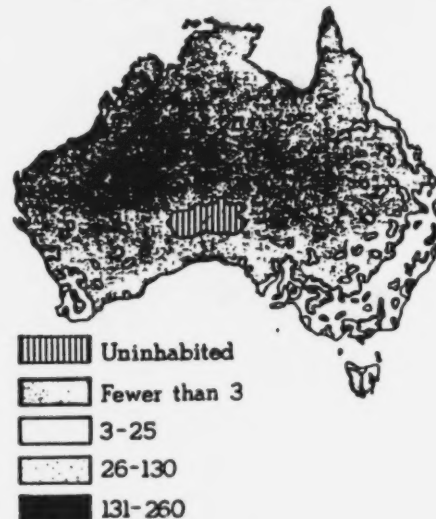
Next!

6. There is evidence in the cartoon to indicate that the cartoonist would agree with all of the following statements about Standard Oil EXCEPT:
- (1) It was a powerful organization.
 - (2) It had control over parts of the federal government.
 - (3) It should be encouraged to grow.
 - (4) It hurt many small businesses.
 - (5) It should be regulated.

Climate Regions



Persons Per Square Mile

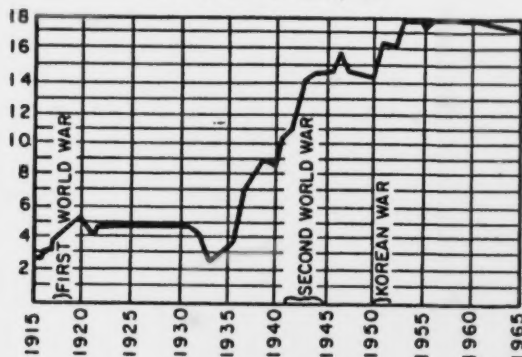


7. Most of the desert region of Australia has how many people per square mile?
- (1) None
 - (2) Fewer than 3
 - (3) 3-25
 - (4) 26-130
 - (5) 131-260

PRACTICE TEST - SOCIAL STUDIES TEST

Questions 10-11 refer to the following graph.

LABOR-UNION MEMBERSHIP IN THE UNITED STATES
(ALL UNIONS, IN MILLIONS)



10. During which of the following periods did unions experience the loss of approximately fifty per cent of their total membership?

- (1) 1920-1921 (2) 1930-1933 (3) 1939-1940
(4) 1946-1950 (5) 1954-1965

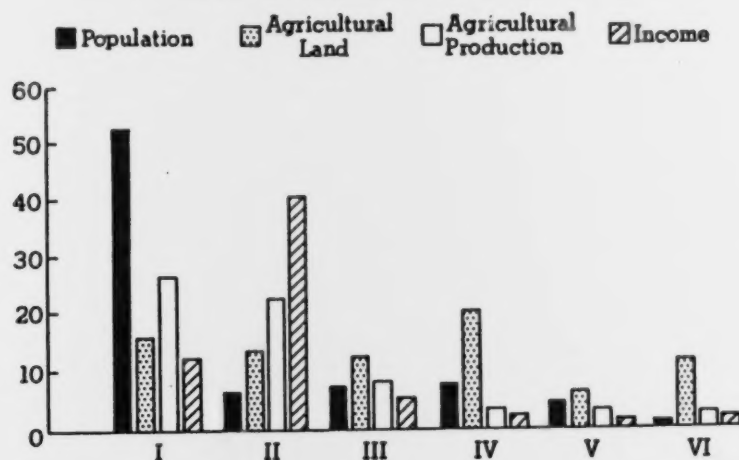
11. Approximately how many more union members were there in 1945 than in 1915?

- (1) 8.5 million
(2) 10 million
(3) 12 million
(4) 14.5 million
(5) 17 million

GO ON TO THE NEXT PAGE.

Questions 23-24 are based on the following chart.

REGIONAL DISTRIBUTION OF THE WORLD'S POPULATION,
AGRICULTURAL LAND, INCOME, AND AGRICULTURAL PRODUCTION
AS PERCENTAGES OF WORLD TOTALS



23. Which of the following regions probably has the LEAST difficulty feeding its population?

- (1) I (2) II (3) III (4) IV (5) V

24. Which of the following regions accounts for more than thirty per cent of the world's income?

- (1) I (2) II (3) III (4) IV (5) VI

PRACTICE TEST - SCIENCE TEST

Part B

Directions: Each passage in this part is followed by questions related to its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet.

Questions 12-18

Damaging diseases can strike children who are not getting the right kinds of minerals and vitamins even though they are not starving. The most damaging nutritional deficiency is the lack of the proper amount and kinds of proteins. The foods that are good sources of proteins—meat, fish, eggs, and milk—are expensive and, in some parts of the world, scarce.

When protein-starved children are fed proteins, they start to grow normally and seem to recover from the effects of the malnutrition. However, in physical growth, they never seem to catch up with children who did not suffer from malnutrition.

Until recently scientists were not concerned about the possible effects of malnutrition on brain cells. They believed that brain growth was almost complete when a child was born. Experiments with undernourished pregnant rats had shown that most of the nutrients taken in by the mother went to the fetus (the unborn young) and especially to the brain of the fetus.

By studying 148 brains from fetuses and from children and adults who were victims of fatal accidents, two researchers in England have made new discoveries about brain growth. They have found that in a 10-week-old fetus, the number of neurons, or nerve cells that transmit messages, begins to increase rapidly and that by the time the fetus is 18 weeks old, it has the same number of neurons as an adult does. The neurons grow in size until the child is 2 years old. As the neurons grow, the numbers of connections between the neurons are increased. Glial cells begin to develop in the brain of the 18-week-old fetus; they continue to increase in size and number until the child is 2 years old. The glial cells are believed to be involved in maintaining the health of neurons, but their exact function is not known.

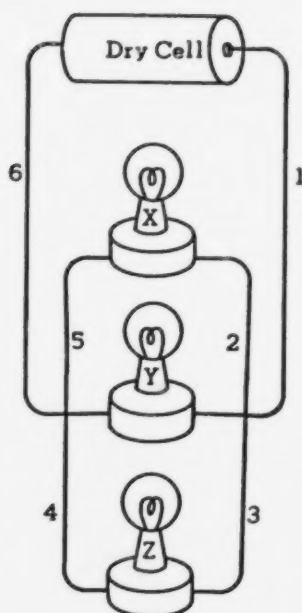
As a result of studies of the brains of both animals and humans, it has been found that malnutrition in either the fetus or the infant can cause the brain to be smaller than normal. One of the reasons for the reduced size of the brain is that there are fewer neurons and fewer glial cells. The cerebellum, the part of the brain that coordinates muscle activity, grows faster than any other part of the brain. It, therefore, is most affected by insufficient supplies of the proper nutrients.

Adapted from "Hunger—What Does It Do To People" by Joan Schuman; *Science World*, © 1975 by Scholastic Magazines, Inc.

12. Damaging diseases can occur in children whose diets lack the proper proteins, minerals, and
- (1) starches (2) sugars (3) fatty acids
 - (4) vitamins (5) glycogen

13. A major source of protein is
- (1) fish (2) butter (3) potatoes
 - (4) citrus fruit (5) leafy vegetables
14. The adult number of neurons is first attained in the
- (1) 10-week-old fetus
 - (2) 18-week-old fetus
 - (3) infant at birth
 - (4) 1-year-old child
 - (5) 2-year-old child
15. After a baby is born, the growth of its brain involves an increase in all of the following EXCEPT the
- (1) size of the glial cells
 - (2) number of glial cells
 - (3) size of the neurons
 - (4) number of neurons
 - (5) number of connections between the neurons
16. If the mother of a 9-month-old child had suffered from severe malnutrition throughout her pregnancy, which of the following activities of the child would probably develop more slowly as a result?
- (1) Crying (2) Breathing (3) Swallowing
 - (4) Sleeping (5) Crawling
17. According to the passage, malnutrition in the fetus and young child probably affects the cerebellum more than any other part of the brain because the cerebellum
- (1) is the largest part of the brain
 - (2) controls the growth of the rest of the brain
 - (3) grows faster than any other part of the brain
 - (4) has more glial cells than the rest of the brain
 - (5) is the part of the brain with the poorest blood supply
18. According to the passage, the critical growth period of the brain occurs from the time the
- (1) fetus is about 10 weeks old until the child is 2 years old
 - (2) fetus is 10 weeks old until it is 18 weeks old
 - (3) fetus is 18 weeks old until it is born
 - (4) fetus is 18 weeks old until the child is 2 years old
 - (5) child is born until he or she is 2 years old

Questions 19-21



If two or more electrical devices such as the lamps shown above are wired together in parallel, they are connected so that the current branches or splits apart at some junction point, with a portion of the current going to each branch. The relative size of the current in each branch depends on the relative amount of electrical resistance of each branch. The larger amount of current flows through the branch with the smaller resistance. Interrupting the current in one branch of a parallel circuit does not prevent the flow of electric charge from continuing in the other branches. If the various branches are directly connected to the dry cell (or other electrical energy source), the interruption of the current in one branch will usually not change appreciably the size of the currents in the other branches.

19. Removal of which of the following wires will stop the current in all the bulbs?

(1) 1 (2) 2 (3) 3 (4) 4 (5) 5

20. To stop the current in bulb X only, which of the wires must be removed?

(1) Either 1 or 6
(2) Both 1 and 6
(3) Either 2 or 5
(4) Both 2 and 5
(5) Both 3 and 4

21. If the bulb Z has twice the resistance of either bulb X or bulb Y, which of the following occurs?

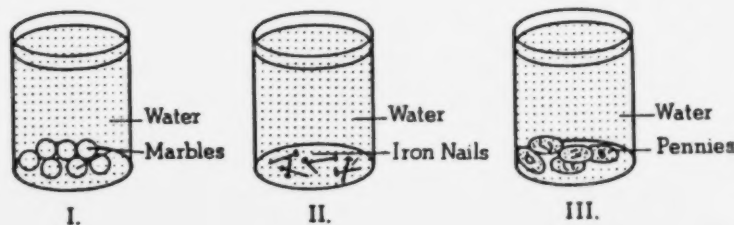
(1) More current flows through bulb Z than through either bulb X or bulb Y.
(2) Bulb Z glows with a dimmer light than either bulb X or bulb Y.
(3) The amount of current flowing through each lamp is the same.
(4) No difference is observed in the intensity of light produced by each lamp.
(5) Based on the information given, it is impossible to know whether any of the above would occur.

4. In human reproduction, the male offspring receives the Y chromosome from the male parent, and the female offspring receives the X chromosome from the male parent. Therefore, which of the following statements is correct?

(1) The sex of the offspring is determined by both parents.
(2) The sex of the offspring is determined primarily by the male parent.
(3) The sex of the offspring is determined primarily by the female parent.
(4) Every offspring receives two X chromosomes from the female parent.
(5) The X and Y sex chromosomes of the parents have little effect on the sex of the offspring.

1. If a water solution of a substance conducts electricity, it is likely that the substance in solution is

(1) insoluble (2) inert (3) precipitated
(4) crystallized (5) ionized



2. Marbles are placed in jar I, nails in jar II, and pennies in jar III. The three jars are filled with water and allowed to stand. In time, the water in which of the following jars will look brown?

(1) I only (2) II only (3) III only (4) I and II only (5) I, II, and III

PRACTICE TEST - READING TEST

Directions: Choose the one best answer to each question.

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 Imhof, Thomas A. Alabama Birds. University, Ala.: Univ. of Alabama Press, 1953.
 Jewett, Stanley G. and others. Birds of Washington State. Seattle: Univ. of Wash. Press, 1953.
 Kortright, Francis H. The Ducks, Geese and Swans of North America. Wash., D.C.: Wildlife Mgmt. Inst., 1953.
 Lowery, George H., Jr. Louisiana Birds. Baton Rouge: Louisiana State Univ. Press, 1955.

1. The listings in the above bibliography of a book on birds are arranged
- (1) in order of importance
 - (2) by probable degree of availability
 - (3) in alphabetical order by title
 - (4) in alphabetical order by author
 - (5) according to date of publication

Questions 18-20 refer to the following poem.

The Primitive

taken from the
 shores of Mother Africa.
 the savages they thought
 we were—

- (5) they being the real savages.
 to save us. (from what?)
 our happiness, our love, each other?
 their bible for
 our land. (introduction to economics)
- (10) christianized us.
 raped our minds with:
 T.V. & straight-hair,
 Reader's Digest & bleaching creams,
 tarzan & jungle jim,
- (15) used cars & used homes,
 reefers & napalm,
 european history & promises.
 Those alien concepts
 of whi-teness,
- (20) the being of what
 is not.
 against our nature,
 this weapon called
 civilization—
- (25) they brought us here—
 to drive us mad.
 (like them)

(Don L. Lee)

18. This poem is primarily about

- (1) how the African culture has contributed to the white world
- (2) the advantages and disadvantages of the Africans' having left their homeland
- (3) what the white people have done to the Africans they uprooted
- (4) how blacks and whites have changed their attitude toward each other
- (5) the need for two races to live together in harmony

19. What does the lack of capitalization of the names of people in line 14 most probably indicate about what these names symbolize?

- (1) They are not to be given respect.
- (2) They are not to be challenged.
- (3) They are to be ignored.
- (4) They will be judged by coming generations.
- (5) They are too vague for consideration.

20. Lines 18-21 most nearly mean that the

- (1) blacks have had to adopt a foreign system of values
- (2) whites have not united to establish definite goals
- (3) whites have not kept their original promises to the blacks
- (4) blacks are beginning to resist their white oppressors
- (5) African culture can contribute greatly to foreign cultures

MATHEMATICS

THE MATHEMATICS TEST

The Mathematics Test places emphasis on the ability to solve real-life problems. It does not test the recognition of specialized mathematics vocabulary or symbols. The reading is simplified as much as possible. Many questions on the test may be approached in more than one way. Although your learner may have forgotten or may not have studied a particular topic, he should still be able to use his reasoning ability to eliminate some incorrect answers and improve his chances of choosing the correct answer.

Here are some examples of questions:

1. Of the 29,580 adults arrested for major crimes in one state during one year, 10,514 were convicted and 5,239 of these were eventually imprisoned. How many of those convicted were not imprisoned?
(1) 24,341 (2) 19,066 (3) 13,827
(4) 5,326 (5) 5,275
2. In an orchard, all but 3 dozen of the 8 dozen trees are apple trees. How many apple trees are in the orchard?
(1) 30 (2) 36 (3) 50 (4) 60 (5) 96
3. If eggs are 78 cents a dozen, what is the cost for each egg?
(1) 6¢ (2) $6\frac{1}{2}$ ¢ (3) 7¢ (4) $7\frac{1}{2}$ ¢ (5) 8¢
4. If Pat buys a loaf of bread for 49 cents and a jar of peanut butter for 75 cents, how much change will she receive from a five-dollar bill?
(1) \$5.26 (2) \$4.25 (3) \$3.76
(4) \$1.24 (5) \$0.26
5. A man cut a string that was 6.75 yards long into 9 equal pieces. How long was each piece?
(1) 0.25 yd. (2) 0.75 yd. (3) 1.33 yd.
(4) 20.25 yd. (5) 60.75 yd.
6. If \$20.10 was divided evenly among 6 people, how much did each person get?
(1) \$3.45 (2) \$3.40 (3) \$3.35
(4) \$3.00 (5) \$1.20

7.

A clothing store gives a discount of 12 per cent off the manufacturer's list price on all its clothing. During a clearance the store takes an additional $\frac{1}{3}$ off its discounted prices. A coat that has a manufacturer's tag of \$144.00 will have a clearance price of

- (1) \$126.72 (2) \$96.00 (3) \$84.48
(4) \$48.00 (5) \$42.24

8.

How many 5-foot segments of framing will be needed to make 3 picture frames each of which is 12 inches high and 18 inches wide?

- (1) 3 (2) 4 (3) 5 (4) 6 (5) 15

9.

Which of the following is the diameter of the largest ball that will fit inside a rectangular box with inside measurements 9 inches by 9 inches by 12 inches?

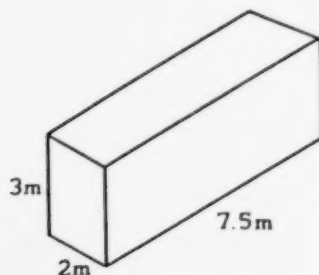
- (1) 9 in (2) 12 in (3) 12.5 in
(4) 15 in (5) 17.5 in

10.

Susan wants to fence in a rectangular dog run 18 meters long. If the dog run is to be half as wide as it is long, how many meters of fencing will be required?

- (1) 162 (2) 72 (3) 54 (4) 36 (5) 27

11.



The volume, in cubic meters, of the box in the figure above is

- (1) 6 (2) 37 (3) 38 (4) 45 (5) 63

12. A man 6 feet tall casts a shadow 5 feet long. At the same time, a nearby building casts a shadow 100 feet long. How many feet high is the building?

- (1) 500 (2) 120 (3) 34
(4) 80 (5) 30

13.

Hour (a.m.)	10:00	11:00	noon
Temperature	71°	77°	83°

If the temperature rose steadily as shown in this table, the temperature at 11:20 was closest to

- (1) 77.3° (2) 79.0° (3) 80.3°
(4) 81.0° (5) 82.0°

- 14 Four people plan for a 6-day backpack trip. If the food ration carried by each person is to be 24 ounces per day, what should be the total number of pounds carried by the group?

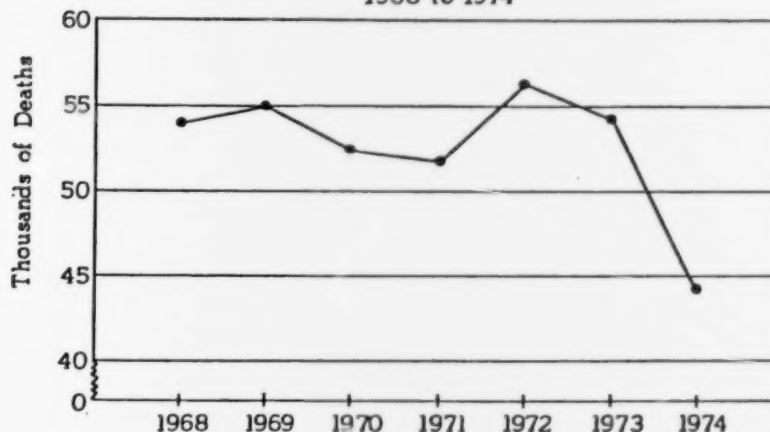
(1) 30 (2) 36 (3) 48 (4) 240 (5) 576

- 15 A shopper purchased two packages of prewrapped chicken weighing 2 pounds 7 ounces and 5 pounds 13 ounces, respectively. What was the combined weight of the two packages?

(1) 7 lb 4 oz
(2) 7 lb 10 oz
(3) 8 lb 4 oz
(4) 8 lb 10 oz
(5) 12 lb 15 oz

16.

NUMBER OF HIGHWAY FATALITIES
1968 to 1974

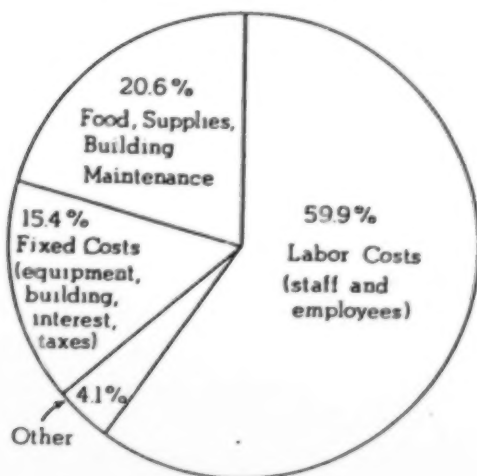


6. Which of the following statements about the number of highway fatalities is FALSE ?

(1) There were more in 1968 than in 1971.
(2) There were more than 150,000 from 1968 through 1970.
(3) The number dropped drastically in 1974.
(4) The number rose to a high of over 55,000 in 1972.
(5) Since 1968 there have been more than 45,000 each year.

17.

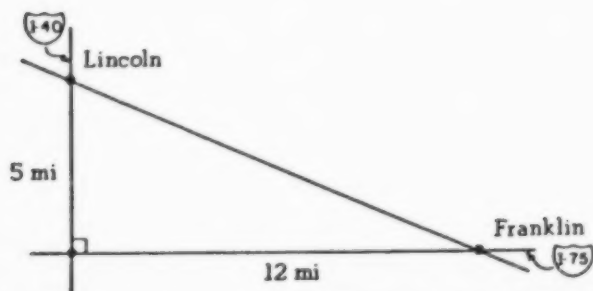
AVERAGE DAILY COSTS
OF ALL NURSING HOMES



If equipment, building, interest, and taxes are the only fixed costs, what per cent of the total cost is not fixed?

- (1) 84.6% (2) 80.5% (3) 79.4%
(4) 64.0% (5) 15.4%

18.



The map above shows the intersections of interstate highways I-40 and I-75 and a straight county road that connects towns Lincoln and Franklin. The distance via the county road between the towns is

- (1) 13 mi (2) 14 mi (3) 15 mi
(4) 16 mi (5) 17 mi

19.

If $x^2 + 3x + 2 = 0$, then $x =$

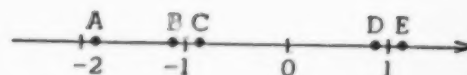
- (1) 2 only (2) -1 only (3) 1 or 2
(4) -1 or 2 (5) -1 or -2

20.

Ellen worked 2 hours on Friday and 6 hours on Monday and was paid \$4 per hour. Which of the following expressions gives the number of dollars she earned?

- (1) $(4 \times 2) + (6 \times 2)$
(2) $(4 \times 2) + 6$
(3) $4(2 + 6)$
(4) $6(4 + 2)$
(5) $2(6 + 4)$

21.



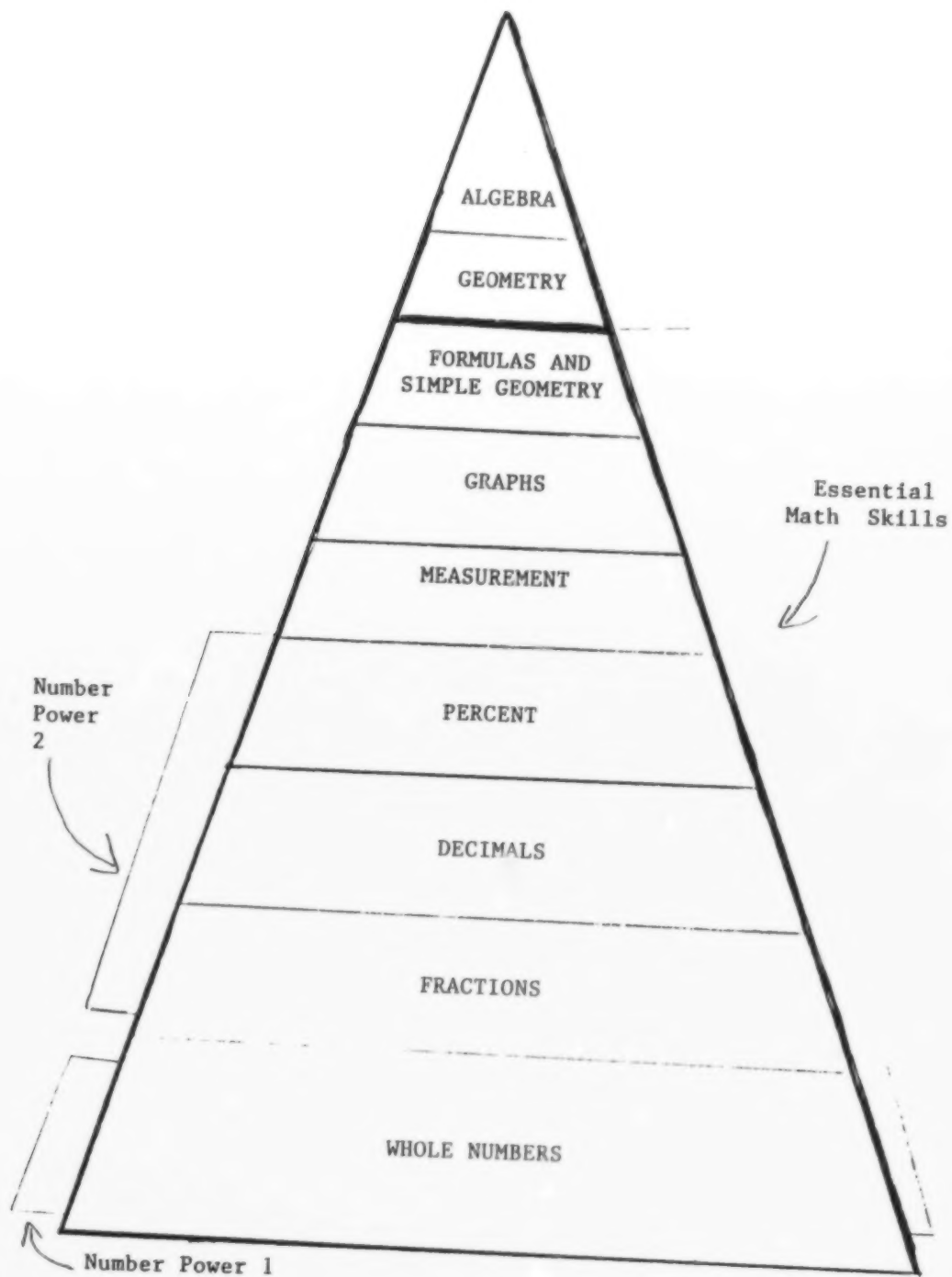
On the number line above, which lettered point could represent the number $-\frac{9}{8}$?

- (1) A (2) B (3) C (4) D (5) E

22.

If $x + y = 36$ and $x = 2y$, then $x =$

- (1) 9 (2) 12 (3) 18 (4) 24 (5) 27



Preparation: Basic understandings: (1) the concept of multiplication--a short quick way of doing addition, and $\begin{array}{r} 7 \\ 8 \end{array}$
 (2) the commutative principle -- $7 \times 8 = 8 \times 7$ (and to ease into division that: $8 \overline{)56}$ $7 \overline{)56}$

Learners having difficulty may need to drill with flash cards. If all fails, teach him how to make the chart. As he uses it, tell him to make a pencil dot in the square each time he looks. The smudged squares will point out the facts he needs to drill.

Teaching process:

- A. Orientation (1) Discuss multiplication chart. remark about large number of facts to learn.
 (2) Emit sound of discovery--"Aha" or "Gadzooks!"--while showing how the commutative principle cuts number of facts to learn in half.
- B. Method of learning: Have your learner write the tables on 3 X 5 cards with dark pen. Write answers on back with pencil.

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

Learner may drill himself, sep rating cards into piles:
 (friends, acquaintances, strangers)
 Strive for correct answer in 3 seconds.

Master all of each set before moving on to new set.
 Tutor lavishes praise and records progress!!

Order of presentation: Begin with a 0's and 1's; then 2's. (Most people know the 2's and praise is possible.)

Next the 9's; Show your learner that

Look at other factor.
 First digit in answer is 1 less
 Second digit + first must = 9

Ex. 7 (a) 6 is 1 less than 7
 $\begin{array}{r} \times 9 \\ 63 \end{array}$ (b) $6 + 3 = 9$

Then teach 5's: doubles or
 "squares": 7×7 , 8×8 , etc.
 Rhyming factors: $6 \times 8 = 48$ $6 \times 6 = 36$
 Honeymoon couple: $7 \times 8 = 56$
 Remaining facts: 3×4 ; 3×6 , 3×7 , 3×8 ,
 4×6 , 4×7 , 4×8 , 6×7

$7 \times 6 = 42$
 "Columbus sailed the Ocean Blue"

MULTIPLICATION TABLE

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132

CLUE WORDS IN WORD PROBLEMS

Addition

How much money was spent?
What is the total amount of money spent?
He has \$5 more this week.
\$5 was added to the amount he had.
The bus fare was increased 15 cents.
What is the sum of the digits?
What is their combined scores?

Subtraction

How much less was spent?
How many fewer went?
What is the difference in the amount spent?
How much remains?
By how much has the total decreased?
What is the balance in the account?
How many more went today?
How many seats are left?

Multiplication

What is the total amount spent?
Five times as many people work in the factory.
What is the cost of three dozen at 69¢ a dozen.
How many miles at 50 miles per hour?

Division

The money was divided equally.
How much does each one cost?
1,344 yards gained on 56 passes. How many yards per pass?

ADDING and SUBTRACTING FRACTIONS

ASK: Are the denominators the same?

IF THE ANSWER IS:

YES
↓

Add or subtract the numerators (borrow if necessary) and reduce.

Example:

$$\begin{array}{r} 2\frac{3}{8} \\ + 5\frac{1}{8} \\ \hline 7\frac{4}{8} = 7\frac{1}{2} \end{array}$$

$$5\frac{1}{3} = 4\frac{3}{3} + \frac{1}{3} = 4\frac{4}{3}$$

$$\begin{array}{r} - 3\frac{2}{3} \\ \hline 1\frac{2}{3} \end{array}$$

NO
↓

Ask: Will the smaller denominator go into the larger?

IF THE ANSWER IS:

YES
↓

Rewrite the fraction having the smaller denominator as an equivalent fraction having the larger denominator. Add or subtract the numerators (borrow if necessary) and reduce.

Examples:

$$3\frac{2}{7} = 3\frac{4}{14}$$

$$7\frac{9}{28} = 7\frac{9}{28}$$

$$+ 2\frac{3}{14} = 2\frac{3}{14}$$

$$- 3\frac{2}{7} = 2\frac{8}{28}$$

$$\begin{array}{r} 5\frac{7}{14} = 5\frac{1}{2} \end{array}$$

$$= 1\frac{1}{28}$$

$$\begin{array}{r} 5\frac{3}{8} = 5\frac{3}{8} = 4\frac{8}{8} + \frac{3}{8} = 4\frac{11}{8} \\ - 2\frac{3}{8} = 2\frac{6}{8} \\ \hline 2\frac{5}{8} \end{array}$$

NO
↓

Rewrite both fractions as equivalent fractions having a common denominator. The common denominator is found by multiplying the denominator or by going through the multiples of the larger denominator. Add or subtract the numerators (borrow if necessary) and reduce.

Examples:

$$\begin{array}{r} 6\frac{3}{8} = 6\frac{15}{40} \\ + 23\frac{3}{5} = 23\frac{24}{40} \\ \hline 29\frac{39}{40} \end{array} \quad \begin{array}{r} 7\frac{5}{8} = 7\frac{15}{24} \\ 3\frac{1}{6} = 3\frac{4}{24} \\ \hline 4\frac{11}{24} \end{array}$$

$$\begin{array}{r} 32\frac{1}{6} = 32\frac{5}{30} = 31\frac{30}{30} + \frac{5}{30} = 31\frac{35}{30} \\ - 15\frac{3}{5} = 15\frac{18}{30} \\ \hline 16\frac{17}{30} \end{array}$$

DECIMALS

1. Line up the decimal points for addition or subtraction. Remember — any number that does not contain a decimal point is assumed to have one at the end.

$$43 = 43.$$

Example: Find $8 - .23$

$$\begin{array}{r} \text{Solution } 8. \\ - .23 \\ \hline \end{array}$$

2. When you multiply you do not have to line up the decimal points. Place the decimal point in the answer last when you multiply. Count from the right.

Examples: [1] $\begin{array}{r} 4.6 \\ \times .23 \\ \hline 138 \\ 92 \\ \hline 1.058 \end{array}$

1 d.p.
+2 d.p.
= 3 d.p.

←

[2] $\begin{array}{r} .12 \\ \times .2 \\ \hline .024 \end{array}$

2 d.p.
+1 d.p.
= 3 d.p.

←

3. Place the decimal point in the answer first when you divide. Add zeros to the inside number if necessary.

Examples: [1] $.500 \overline{) 40.5}$

$$\begin{array}{r} 81. \\ 40 \overline{) 40.500} \\ \underline{40 \ 00} \\ 500 \\ \underline{500} \\ 0 \end{array}$$

[2] $1.40 \overline{) .0196}$

$$\begin{array}{r} .014 \\ 140 \overline{) .01960} \\ \underline{140} \\ 560 \\ \underline{560} \\ 0 \end{array}$$

Trick for solving word problems containing fractions or decimals

Example: How many 2 inch pieces of taffy can be cut from a piece 10 inches long?

Easy Problem

But: How many $1\frac{3}{4}$ inch pieces of taffy can be cut from a $12\frac{1}{8}$ inches long?

Difficult Problem!

HINT:

1. Replace the 2 fractions with any 2 whole numbers.

How many ~~$1\frac{3}{4}$~~ inch pieces of taffy can be cut from a piece ~~$12\frac{1}{8}$~~ inches long.

2. 2. Decide on operation to be used

$$\begin{array}{r} 5 \text{ pieces} \\ 2 \overline{)10} \end{array}$$

3. Use the same operation on the fractions

$$12\frac{1}{8} \div 1\frac{3}{4}$$

FRACTION $\longleftrightarrow$ DECIMAL $\longleftrightarrow$ PERCENT

Decimal $\longleftrightarrow$ Percent: ABC EFGHIJKLMNO QRSTUVWXYZ
 D $\longleftrightarrow$ P

Fraction to decimal:

$$\frac{2}{5} = 5 \overline{)2.0}$$

Decimal to Fraction:

$$.4 = \frac{4}{10} = \frac{2}{5}$$

If asked to find the fractional part make a fraction using the "of" number as the denominator.

Example: If there are 40 students in this class and 35 are here today, what part of the class is present?

"Of" number is 40 because it represents "the class"

$$\frac{35}{40} = \frac{7}{8} \quad \frac{7}{8} \text{ of the class is present}$$

If asked to find the percent, find the fractional part and change it to a percent.

Example: If there are 40 students in this class and 35 are here today, what percent of the class is present?

$$\begin{array}{rcl} \text{Fractional part} = \frac{35}{40} & = & .875 = 87.5\% \\ & & 40 \overline{)35.00} \\ & & \underline{32 \ 0} \\ & & 30 \ 0 \\ & & \underline{28 \ 0} \\ & & 200 \end{array}$$

87.5% of the class is present.

MEANS		IN REAL LIFE	UNITS	FORMULAS
PERIMETER	Distance Around	Framing a picture Baseboard around a room Fencing in a yard	<u>Linear</u> foot, inches, meters, etc.	Perimeter of a triangle = $S_1 + S_2 + S_3$ Perimeter of a rectangle = $L + W + L + W$ Perimeter of a square = $S + S + S + S$ Perimeter (circumference) of a circle = $3 \frac{1}{7} \times D$
AREA	Surface Covered	Buying carpeting Size of a city Painting a wall	<u>Square</u> square feet, square miles, etc.	Area of a triangle = $\frac{1}{2} \times B \times H$ Area of a rectangle = $L \times W$ Area of a square = $S \times S$ Area of a circle = $3 \frac{1}{7} \times R \times R$
VOLUME	Space Inside	Buying an air conditioner Air in a room	<u>Cubic</u> cubic feet, cubic inches	Volume of a box = $L \times W \times H$ Volume of a cylinder = $3 \frac{1}{7} \times R \times R \times H$ NOTE: Volume formulas are the same as the area formulas $\times H$

RATIO AND PROPORTION

A ratio is simply a comparison of two things by division but is written with the : sign. A ratio can be reduced like a fraction.

Example: If a car uses 4 gallons of gas to go 90 miles, the ratio of the number of gallons of gas to the number of miles is 4 : 90.

Since $\frac{4}{90} = \frac{2}{45}$ we can write the ratio as 2 : 45. The ratio of the number of miles to the gallons of gas is 45 : 2.

A proportion is an equality of two ratios. Each ratio should be set up in the same way. Solve by cross multiplying.

Example: if a car uses 4 gallons of gas to go 90 miles, how many gallons will it take to go 150 miles?

[1] set up equal ratios
$$\frac{4 \text{ gallons}}{90 \text{ miles}} = \frac{n \text{ gallons}}{150 \text{ miles}}$$

[2] cross multiply
$$\begin{aligned} 90 \times n &= 4 \times 150 \\ 90 \times n &= 600 \end{aligned}$$

[3] solve for n
$$\begin{array}{r} n = 90 \quad \overline{) 600} \\ \underline{540} \\ 60 \end{array}$$

$$\frac{60}{90} = 6 \frac{2}{3} \text{ gallons}$$

MEASUREMENT

- A. To be successful at converting units of measure you must [1] memorize the "conversion number" and [2] divide to get larger units or multiply to get smaller units.

Example: How many feet are there in 156 inches?

1. The conversion number for feet and inches is 12.
2. The change is to larger units so division is used.

$$\begin{array}{r} 13 \text{ feet} \\ 12 \overline{) 156} \\ \underline{12} \\ 36 \end{array}$$

- B. The GED test does not require the student to convert between metric and English measures.
- C. To add or subtract measures, compute each part separately and then convert right to left by dividing by the conversion number.

Example: If Mr. Jones bought one package of chicken weighing 3 lb. 10 oz. and one package weighing 4 lb. 12 oz., how much chicken does he have altogether?

1. Add each part separately.
2. Change oz. to lb. by dividing by 16.

$$\begin{array}{r} 3 \text{ lb. } 10 \text{ oz.} \\ 4 \text{ lb. } 12 \text{ oz.} \\ \hline 7 \text{ lb. } 22 \text{ oz.} \end{array}$$

$$\begin{array}{r} 1 \\ 16 \overline{) 22} \\ \underline{16} \\ 6 \end{array}$$

so 22 oz. = 1 lb. and 6 oz.
add the 1 lb. to the 7 lb. and the answer is
8 lb. 6 oz. = 8 lb. 6 oz.

ENGLISH

SESSION IV: ENGLISH GRAMMAR

A. English: Your Best Subject — Honest!

1. Alleviation of English Grammar Anxiety — Many students - and many volunteers - often state that English is their worst subject. To put this apprehension to rest, assure students/volunteers that any student entering an English class enters that class with more knowledge of that subject than any other - simply because English is their native language. They use this language to communicate and do so very effectively! They automatically know correct sentence structure, usage, tense, etc. and 99 times out of 100 - or more - will use the language correctly. It's that one occasion out of a hundred that we need to work on, etc....
2. Language Development (optional but students/tutors often find a little information about the historical development of language interesting as well as helpful in conceptualizing the "living" and, therefore, changing language that they know so well but take that knowledge so much for granted.

B. Review of English Materials Used In ABE/GED Program

1. Assessment Scores — Text/Materials Placement Procedures
2. Text Review
 - a. Learning Our Language — Book 1 (Steck-Vaughn)
 - b. Introduction to English/The Cambridge Pre-GED Program in Language Skills (Cambridge)
 - c. English (Pink cover — DCA Staff Developed)
 - d. The Writing Skills Test (Contemporary)

C. You May Not Remember The Terms — But You Know Correct Usage! (Handout 1)

1. Any anxiety volunteers may experience in regards to English grammar is further alleviated in this simple handout exercise. Volunteers find that they are readily able to spot the errors in these sentences because - since they are native speakers - their "ear" is attuned to that which is "correct" in their language.

D. Problem Areas in English: Helpful Hints! (Handout 2)

1. Sentence Fragments — Helpful Hint: All sentences must start with a capital letter and end with a period (or other end punctuation mark.) Between that capital letter and period, a correct sentence contains three essential ingredients: [1] a subject, [2] a verb, and [3] a complete thought. Sentence 1 (Penn State fans...) is a fragment because it does not contain a complete thought. Students often find it interesting to note that adding the word "when" to this group of words makes it a sentence fragment; conversely, taking the word "when" away makes it a complete sentence.

2. Pronoun - Antecedent Agreement — Sentence 1 (Penn State fans...) also contains an error in pronoun - antecedent agreement. But first let's clarify the terms:

Pronoun — takes the place of a noun. Example: John is my brother. HE is my brother. "HE" is a pronoun that takes the place of the noun, "John".

Antecedent — the noun that the pronoun takes the place of (often it is the subject of your sentence). Example: Jack is washing HIS car. "HIS" is a possessive pronoun whose antecedent is "Jack". If we did not have pronouns in our language, we would have to say, "Jack is washing Jack's car."

Now back to the rule governing pronoun - antecedent agreements. As it relates to Sentence 1: Antecedents singular in form but plural in meaning (team) are replaced by singular pronouns (IT rather than THEY.) Therefore, Sentence 1 should read: When Penn State fans came out to cheer the football team after they had won the national championship, Coach Paterno actually broke down and cried. OR Penn State fans came out to cheer the football team after they had won the national championship.

3. Run-On Sentences — Although Sentence 2 (highlights of the Science fair...) is lengthy, it is not a run-on sentence. First helpful hint on run-ons: A run-on sentence is one in which two or more sentences are run together without benefit of proper punctuation or a conjunction (joining word). If in reading over a sentence, find a spot where a period should go and one is not there, the sentence is a run-on. They should be careful, however, not to create a sentence fragment when placing a period.

SECOND HELPFUL HINT: Should students come to a place in the sentence where a period should go, but a comma (,) is there instead, the sentence is a run-on. If, however, they come to a place in the sentence where they feel a period should go, but a semicolon (;) is there instead, the sentence is correct, since semicolons are sometimes used in place of periods. Although Sentence 2 is not a run-on, it does contain an error in subject-verb agreement. The subject of the sentence is HIGHLIGHTS (which is plural); therefore, the verb should be plural (WERE instead of was).

4. Capitalization — Basically capitals are used in words that name a particular person, place, or thing — proper nouns. Sentence 3 contains four errors in capitalization (Spring, Robins, Sparrows, North)

- a. Rule 1: Seasons or the year are not capitalized; therefore, spring should be spelled with a small "s".
- b. Rule 2: Species or breeds of animals are not capitalized unless the name contains a proper noun; consequently, robins and sparrows should not be capitalized, but English should be (English sparrows) since "English" is derived from a proper noun.
- c. Rule 3: Directions such as north, south, east and west, when used as a geographical location, are never capitalized unless they are part of the name such as "North Dakota", or the name of an area such as "the South". Therefore, in Sentence 3, "north" should not be capitalized. For all the rules on capitalization, refer to any good grammar book.

5. Irregular Verbs — Essentially, regular verbs form the Past Tense and Perfect Tense by adding "ed" to the word ending. (Example: start, started, has, have or had started.) Irregular verbs are those that change their root word spelling as they change tense. (Example: fly, flew, has, have or had flown.) Needless to say, irregular verbs are the more troublesome! And the verbs "lie" and "lay" are really confusing! HELPFUL HINT: without going into transitive and intransitive verbs, the easiest thing to remember is that the verb "lie" is conjugated: present — lie, (lying); past - lay; and perfect - has, have, or had lain. This word means "to rest or recline." The verb "lay" is conjugated: present - lay (laying); past - laid; perfect - has, have, or had laid. This word means "to place." Confusion sets in because the word "lay" in past tense means "to rest or recline." The same word "lay" (in spelling and pronunciation) in present tense means "to place." So when in doubt, simply ask "Do I mean rest or place?" Example: Sentence 4 — Yesterday, I lay/laid in the sun for three hours. Did I "rest/recline" in the sun or "place" in the sun? Lay means "rest/recline"; laid means "place." Obviously then, the sentence should read "Yesterday I lay (rested) in the sun..." Ditto for Sentence 5: "The necklace is lying (resting) in the drawer."

Sentence 6 is another example of irregular verb confusion. Although in our language, we have ring, rang, rung and sing, sang, sung, we do NOT have bring, brang, brung! It's bring, brought, brought. Again, we're dealing with an irregular verb and the latter is a good example of just how "irregular" these verbs can be! Not only are they "irregular" in spelling, they're also "irregular" in pattern!

Sentence 6 also contains an "unclear reference." Did John bring his wife and HIS girlfriend to the party? Or did John bring his wife and HER girlfriend to the party? Better say exactly what you mean!

6. Subject-Verb Agreement — In Sentence 7 the rule to remember is: In sentences that have subjects that are connected with the correlative conjunctions either, neither, nor; or just plain or: the verb is controlled by the last subject listed. If the last subject listed is singular, the following verb must be singular; if the last subject listed is plural, the verb must be plural. Therefore, Sentence 7 should read: Neither Sue nor her cousin IS taking the GED test this month.

However, the most important thing to remember in teaching subject-verb agreement is since the verb must agree with the subject, the first task at hand is to find the subject in the sentence. Therefore, the following rules pertain to Sentence 8:

[1] The verb just agree with the simple subject, and the simple subject will NEVER be found in a prepositional phrase (In every detective story):

[2] The words THERE and HERE are NEVER subjects; and

[3] A compound subject (more than one) takes a plural verb.

Therefore, the simple, compound subject in Sentence 8 is "murder", "motive", "suspects", and "clues." Thus, the sentence should read: In every detective story, there ARE usually a murder, a motive, suspects, and clues.

7. Case — In dealing with problems of "case." it is often more effective and expedient, to take the non-grammatical route. For example: students usually do not have problems with case when one sentence contains single subjects or objects. They do, however, have tons of problems when sentences contain compound (more than one) subjects or objects. There-

fore, in teaching case, tell students to eliminate that which makes two subjects or two objects, so that they are dealing with only one. At that point, their "ear" will give them the answer. For example, in Sentence 9: The tutors gave he and I a lot of praise... or The tutors gave I a lot of praise... By eliminating one of the objects, students can then readily "hear" that it should read "him" instead of "he" and "me" instead of "I".

Elimination is also the key in dealing with Sentence 10: Factories often discriminate against we women. Therefore, if it is not correct to say "Factories often discriminate against we; then it is not correct to say "Factories often discriminate against we women. Sentence 10 should read: Factories often discriminate against us women.

Sentence 11 also contains an error in "case". In this sentence, however, the error is easily avoided by "adding on" instead of eliminating. Example: "Did you do as well on the GED Test as me (did)?" As soon as the previously "understood" verb is verbalized, students can readily "hear" the error!

8. Comparative/Superlative Degree — In Sentence 12 the rule to remember is: The word "more" or word ending "er" is used to compare two items. The word "most" and word ending "est" is used to compare three or more items. Therefore, since Sentence 12 contains only two items for comparison, it should read: "Which subject is the MORE difficult — math (1) or English (2)?" OR "Which subject is the MOST difficult — math (1), English (2), or science (3)?"
 9. Misplaced Modifiers — HELPFUL HINT: All introductory phrases must modify or describe the noun or pronoun (subject) that follow. For example: While shoveling the sidewalk last night, I was hit on the head by a broken branch. This sentence is correct because I was shoveling the sidewalk. In this case the introductory phrase (while shoveling the sidewalk last night) modifies the subject(I) that follows. Now look at the same sentence written just a little differently: While shoveling the sidewalk last night, a broken branch hit me on the head. This sentence is INCORRECT because a broken branch was not shoveling the sidewalk! In this case the introductory phrase (while shoveling last night) does not modify the subject (branch) that follow.
- With this in mind let's look at Sentence 13: While trimming the rose bushes this morning, a spider bit me. A spider that trims rose bushes? That must be quite a spider!
10. Apostrophe — Students often have trouble using apostrophes correctly. A couple of simple apostrophe rules helps out when working with Sentence 14:
 - [1] Apostrophes are used in contractions(it is - it's), and
 - [2] Possession pronouns do NOT take apostrophes (it, hers, theirs, yours).
 Sentence 14 should therefore, read: It's too bad that the dog broke its leg.
 11. Comma Clarifier — Students can more readily appreciate the importance of correct punctuation when they understand that punctuation marks such as commas can make a big difference in meaning. For the purpose of demonstration, write Sentence 15 on the board and ask a student to volunteer to read it aloud: Woman with-
out her man is nothing. Invariably, without punctuation, the student will read it to mean that without her man, woman is nothing. After the student reads the sentence as such, now punctuate it and read it aloud so that it reflects the preferred meaning (mine, at least): Woman, without her man is nothing. At this point, students are more readily receptive to learning correct punctuation!

YOU MAY NOT REMEMBER THE TERMS — BUT YOU KNOW USAGE!

1. Subjects and verbs always has to agree.
2. Make each pronoun agree with their antecedent.
3. Case is important to you and I.
4. Being bad grammar, I will never use dangling participles.
5. I will never write run-on sentences they are hard to read, so I will punctuate.
6. I won't use no double negatives. Not never!
7. About them sentence fragments!
8. I will try not to ever split infinitives.
9. I will consult the dictionary frequently to avoid misspelling. Correct spelling is essential.
10. And finally I will remember never to use a preposition to end a sentence with.

PROBLEM AREAS IN ENGLISH

The following sentences reflect problem areas confronted by students studying for the GED Test. Let's try our hands at spotting the errors!

Sentence Fragment & Pronoun-antecedent Agreement

*Run-on Sentence & Subject-verb Agreement

Capitalization

Irregular Verb

Irregular Verb.

Irregular Verb & Unclear Reference

Subject-Verb Agreement

Subject-Verb Agreement

Case

Case

Case

Comparative/Superlative Degree

Misplaced Modifier's

Apostrophe

Comma Clarifier

Other Error

1. When Penn State fans came out to cheer the football team after they had won the national championship.
2. The highlights of the Science Fair was the model of the nuclear reactor and the technical displays showing how energy is being used to serve mankind in the fields of electrical power, medicine, industry, farming, and transportation.
3. When Spring came, the Robins and English Sparrows flew North.
4. Yesterday, I laid in the sun for three hours.
5. The necklace is laying in the drawer.
6. John brang his wife and a girlfriend to the party.
7. Neither Sue nor her cousin are taking the GED test this month.
8. In every detective story, there is usually a murder, a motive, suspects, and clues.
9. The tutors gave he and I a lot of praise for our efforts.
10. Factories often discriminate against we women.
11. Did you do as well on the G.E.D. Test as me?
12. Which subject is the most difficult — math or English?
13. While trimming the rose bushes this morning, a spider bit me.
14. Its too bad that the dog broke it's leg.
15. Woman without her man is nothing.

45

Example: Each of the people who were involved in the accident has been
1 2 3
questioned by the police. No error.
4 5

The correct choice is option 5. Has is used instead of have because it must agree with the subject Each. Were is correct (rather than was) because it must agree with who which replaces the plural word people.

SENTENCE CORRECTION: This section consists of single sentences. A portion of each sentence is rewritten four times. Although the points of usage tested here are generally the same as those in the section above, this format enables students to make decisions about effective expression as well as acceptable usage.

Example: When still being a child, Langston Hughes went with his mother to all the stage shows that came to Topeka.

- (1) When still being a child
- (2) A child, still
- (3) As a child,
- (4) Being a child, then
- (5) While as a child

The answer to this question is option 3 because the other choices are awkwardly worded and not consistent with Standard English usage.

Example: What I believe is that every person should do his best.

The answer to this question is option 3 because the other choices are awkwardly worded and not consistent with Standard English usage.

Example: What I believe is that every person should do his best.

- (1) What I believe is that
- (2) I believe that
- (3) In my opinion, I think
- (4) What I believe is
- (5) I believe in

Good style in writing includes being concise. Choice 2 is the most economical use of language. Note the repetition in "In my opinion, I think."

LOGIC AND ORGANIZATION: This section consists of a set of questions based on a written passage containing a variety of errors. The learner reads the passage and then answers several questions about ways to improve its style and organization. This format requires candidates to deal with some of the more complex skills used in effective writing. It challenges the more highly skilled learner to shine.

(LOGIC AND ORGANIZATION)

Example: DIRECTIONS: In questions 5-7, choose the answer that results in the most logical and well-organized paragraph. Blacken the space under that number on your answer sheet.

1) Some psychologists think that understanding our dreams will help us understand ourselves. 2) They advise keeping a diary by the bed and jotting down all of the mental pictures or experiences in our dreams right away, still remembering it. (3) Some dreams make us feel anxious or fearful or angry; others make us feel happy. (4) We should try to investigate what might have caused these reactions. (5) Mild exercise before retiring often helps people get to sleep faster. (6) The significance of any one dream will probably not be clear at first. (7) Its meaning may slowly emerge over a period of weeks.

5. In sentence 2, still remembering it should be

- (1) left as it is
- (2) omitted
- (3) changed to still able to remember them
- (4) changed to while we can remember it
- (5) changed to while we can still remember them

6. What should be done with sentence 5?

- (1) It should be left where it is, but begin a new paragraph.
- (2) It should be placed after sentence 1.
- (3) It should be placed after sentence 3.
- (4) It should be made into two sentences.
- (5) It should be omitted.

7. Which of the following should be used to join sentences 6 and 7?

- (1) but (2) therefore (3) if (4) in addition to (5) so that

Explanation:

For example 6 the answer is option 5 because it is the only one that gives the correct pronoun and the complete clause for this sentence.

For example 7 the answer is option 5 because the information in sentence 5 is irrelevant. It may appear to be related because it refers to sleep, but the topic of the paragraph is clearly dreams, not sleep.

For example 7 the answer is option 1 because the logical relationship between the two sentences requires a word showing the contrast between the ideas they present.

WRITING SKILLS TEST

(L & O, continued)

Example: DIRECTIONS: In questions 1 - 4, choose the answer that results in the most logical and well-organized paragraph. Blacken the space under that number on your answer sheet.

1) Much criticism has been directed at the political structure of the United States. (2) Unfortunately, I can think of no other country with such political freedom. (3) Its basic strength is in the political liberty of its citizens. (4) For you to ignore this fact is to ignore political and social history.

1. Sentence 1 should be

- (1) placed after sentence 3
- (2) left where it is
- (3) omitted
- (4) placed after sentence 4
- (5) completed

2. In sentence 2, the word Unfortunately should be changed to

- (1) Wisely
- (2) Therefore
- (3) Actually
- (4) Because
- (5) Fortunately

3. Sentences 2 and 3 should be

- (1) reversed in order
- (2) left in the same order
- (3) combined into one sentence
- (4) omitted
- (5) joined by the word while

4. Sentence 4 should start with the words

- (1) To ignore
- (2) For me
- (3) For them
- (4) For us
- (5) This fact

Explanation:

For example 1 the answer is option 2. This sentence is the topic sentence. Its function is to tell what the paragraph will discuss.

For example 2 the answer is option 3. This transition word emphasizes the point of view of the author.

For example 3 the answer is option 2. These establish the pattern of argument.

For example 4 the answer is option 1. There is no need to introduce personal pronouns.

HELPING ADULTS LEARN

Instruction Guide



HELPING ADULTS LEARN

Instruction Guide

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INTRODUCTION TO THE SERIES

The HELPING ADULTS LEARN television series is designed to orient teachers to their roles as adult educators. The three-program series profiles adult learners and their needs, illustrates communication techniques for adult students, and identifies the counseling role that is often a part of working with adult students.

Experienced ABE/GED teachers know that their work often extends beyond the teaching of cognitive information. For example, it often involves personal counseling and building an adult student's self-esteem. Teachers' abilities to adapt and respond to the particular needs of adult students are, in the final analysis, critical to their success as teachers and to the eventual success of the adult students.

The primary function of teachers in an andragogical activity, or one of teaching adults, is managing or guiding the process itself rather than managing the content of the learning, as in a traditional pedagogical activity, or one of teaching children. The content of andragogical learning can thus be highly variable, based on the resources and interests of the learners.

The motives of teachers of adults are important. Teaching adults requires a mature person willing to handle a complex learning situation with understanding and kindness. They can be proud of their work because they are responsible for bringing educational opportunities and skill training to students who might otherwise have none. Teachers must be creative, innovative, and attentive to the needs of students. They must be motivated and willing to share what they know. In addition, they need to have a sincere desire to help others and pride in their profession.

Teachers greatly influence anyone who enters their classrooms. Not only do they help students attain new skills and understanding, but they can instill in students ideas that will motivate them as people. It is necessary for a teacher to see each student as a human being with particular feelings and needs and to be dedicated and willing to give the time and effort to guide a student properly. A teacher's greatest reward is knowing that students are progressing, grasping new ideas, and developing new horizons in their lives.

The steps in the development, organization, and administration of programs in applied andragogy are

- a) setting a climate for learning
- b) establishing a structure for mutual planning
- c) assessing interests, needs, and values
- d) formulating objectives
- e) designing learning activities
- f) implementing learning activities
- g) evaluating results, reassessing needs, interests, and values

Adult basic education is education for adults whose inability to read or write the English language constitutes a substantial impairment in getting or retaining employment or in fulfilling family and citizenship responsibilities. Adult basic education provides instruction in communication and computation skills for adults 16 years old and older who are functioning at a level of performance that does not permit them to meet their adult responsibilities in today's society.

While more men and women enter adult basic education classes every year, it is not known exactly how many functionally illiterate adults there are because there has not been a comprehensive nationwide study since that done by the University of Texas at Austin in 1975. The U.S. Department of Education estimates that as many as 20 percent of American adults are functionally illiterate, meaning they cannot read such things as a postcard or directions on a medicine bottle or a job application. In other words, 27 million adults cannot perform up to basic fifth- or sixth-grade standards, and 2.3 million more people (including school dropouts, immigrants, and refugees) join the ranks of the functionally illiterate each year.

Former Secretary of Education T. H. Bell estimated that three quarters of the unemployed "lack the basic skills to get or be trained for jobs" at a time when the number of jobs for the unskilled is shrinking.

But those adults who return to the classroom have various reasons for pursuing education. A survey of adult students in Pennsylvania indicated that 42 percent return to the classroom to earn their high school diploma. Also,

- 17 percent want to improve job prospects
- 14 percent want to learn English
- 7 percent return for social reasons
- 6 percent want to qualify for a training program

Another reason adults return to the classroom is because of changes in their lives. About 83 percent of adults seek education because of changes in their life motivations or in jobs or family circumstances such as divorce, the death of a breadwinning member of the family, or increased economic need.

In 1984 historian Daniel J. Boorstin, the head of the Library of Congress, presented Congress with a report on the future of the book (which he says is assured, despite computers) and on the state of reading in America (which he says is not in such good shape). His report proposes that we aim to eliminate adult illiteracy in America by 1989, a date that will coincide with the 200th anniversary of the adoption of the U.S. Constitution. It has been called a sentimental, touching, and idealistic goal. "Historically speaking a book is a kind of everything and anything," Boorstin has said. But not for those who cannot read; for them it is nothing, he concluded.

HELPING ADULTS LEARN is designed to help teachers reach those adults who cannot read or perform the basic tasks of daily living.

- The first program in HELPING ADULTS LEARN is entitled "Who are Your Students?" It deals with the strengths and weaknesses of adult students, their motivations, and the barriers to their return to the classroom.
- The second program, "Communicating with Your Students," deals with various techniques needed to reach adult students. Everything from the way a lesson is taught to the way a teacher speaks to students takes on new importance in the adult classroom.
- The third program, "Counseling for Adult Learners," is designed to acquaint the teacher with problems the adult student may bring to the classroom and ways these can be handled. Personal problems, worries, and feelings can be serious blocks to learning unless the teacher knows how to counsel adult students.

Use this instructional guide as you view the programs. It gives you additional background on information covered in the program, illustrates the critical points you need to watch for, and recommends additional readings to help you as you enter the adult classroom as a teacher.

PROGRAM I

WHO ARE YOUR STUDENTS?

OBJECTIVES

Those who teach adult basic education need to understand the psychological, sociological, and cultural differences of the men and women whom they will be teaching. Underlying the educational process, at all age levels, is the need for teachers to know their students - their capacities, backgrounds, motivations, and personal characteristics. Without such knowledge, even the most competent teacher cannot expect to do an effective job of teaching.

There are some characteristics unique to undereducated adults that have implications for teachers. There are also some motivations and barriers common to most adult students that teachers should be aware of.

This program is designed to

- reveal the common characteristics of adult learners
- describe the motivations of adult learners
- point out the barriers to adults' entering and remaining in the classroom

BEFORE VIEWING THE PROGRAM

Review the key points outlined here. Then, while viewing the program, look for the strengths some of the students exhibit. Also, remember to look for the barriers they face in returning to school.

KEY POINTS

Characteristics of Adult Students

There are some common characteristics of adult students that have implications for teachers.

Lack of Self Confidence. Because disadvantaged adults have rarely experienced success either as children in school or in their work or social life, they often feel inadequate, unable to learn or compete. They have no confidence in themselves as learners because they have usually been out of the learning situation for several years and have not used student skills during that time. Adult students usually had bad experiences and experienced or suffered from failure in formal education.

Implications. Teachers of adults should help their students experience some degree of success every time they enter a classroom. Learning activities for adult students should not be too difficult for them. Students should work with the teacher in deciding what can realistically be achieved.

Fear of School. This stems from unpleasant past experiences in school.

Implications. Teachers must avoid ridicule or sarcasm with under-educated adults. The need for warm, uncritical acceptance of under-educated students' slowness in learning, of their offbeat and perhaps dirty clothing, of their sometimes shocking language is vital. Teachers should dress casually and conservatively. By commenting on what students have done right instead of concentrating on mistakes, teachers can alleviate students' supersensitive fear of making mistakes and having them exposed or of being ridiculed.

Values, Attitudes, and Goals Differing From Middle Class Norms. Under-educated adults have immediate and short-term goals. One student may want to learn to read so he can get his driver's license. Another may want to learn fractions to understand a recipe. Many adult students return to school to solve an immediate problem.

Implications. Teachers should accept their students as they are and help them meet their goals. Often, adults want to apply what they have learned today to their life tomorrow. Motivation must be based on immediate rewards. Then once immediate needs have been satisfied, teachers can help their students set other, perhaps more far-reaching, goals.

Unusually Sensitive to Nonverbal Communication. With limited vocabulary and limited skill in articulation, most undereducated adults are forced to do much of their communication on the nonverbal level. They pay close attention to facial expressions and body language.

Implications. Teachers should be aware of their facial expressions, gestures and tone of voice. A frown may indicate disapproval when a student needs acceptance. A teacher who does not look at students when they are talking may seem to be ignoring them and what they have to say.

Teachers of adults must be careful not to say one thing and do another. Their body language and expressions must coincide with what they're saying.

Use of Defense Mechanisms. An adult may attempt to hide undereducation by the following defense mechanisms: carrying a book or newspaper, carrying pencils in a conspicuous place, not having eyeglasses when asked to read, citing an injury to writing hand, or using (or often misusing) a well-developed vocabulary that far exceeds their ability to read.

Implications. Teachers should not force a student to read or write something immediately. They may say instead, "I'm sorry to hear you injured your hand. Let's just talk this time."

There are four general characteristics about adults that affect them as learners:

Adults are Slower to Change Habits Than Younger People. The adult brings ideas and habits to the classroom that have developed over many years. The adult will not change habits and beliefs unless presented with sound reasons for doing so.

Implications. Teachers must show their students that a new way of learning something is more effective. A good way to do this is to show students that what they learn today can be useful to them tomorrow.

Adults Often Don't Feel Free to Express Themselves. Especially at the beginning of a course, adult students may be afraid to ask questions because they think they'll be laughed at by others in the class. They are also reluctant to answer questions because they're afraid they'll be wrong and be embarrassed.

Implications. The teacher must create a climate allowing freedom to speak out without fear of embarrassment.

Adults Don't Like Being Treated as Children. Adults tend to resent situations that they see as violating their self-concept of maturity or adulthood, such as being treated with a lack of respect, being talked down to and being judged, and otherwise being treated like children. Often, adults enter educational environments expecting to be treated like children and prepared to allow the teacher to take responsibility for their learning. When adults discover they are capable of self-direction in learning, as they are in other activities of their lives, they often experience a remarkable increase of motivation to learn and a strong desire to continue the learning process.

Implications. Adults should not be spoken down to. They should be treated with respect and as individuals.

Adults Bring Lifetimes of Experiences to the Classroom. The knowledge structure makes a big difference between how a child learns and how an adult learns. For the child, each new concept must be "built from scratch." On the other hand, "the adult learner has a set of concepts which he can put

together in different ways to acquire new knowledge or even to generate new knowledge as does an inventor or creative artist. New ideas can be fitted into some part of the already existing cognitive structure. The adult's highly integrated knowledge structure facilitates learning in that the adult rarely if ever meets anything that is totally new and that cannot be related to something already learned or experienced in the past."*

The adult's experiences are also seen as a rich resource for learning in the adult classroom. Adult education, therefore, is often more effective through group discussion, simulation, role playing, buzz groups, team designing, and skill practice sessions.

Implications. Teachers should allow adults to share their knowledge and experience in the classroom. It will help the adult as well as the rest of the class learn more.

Motivations of Adult Students

Adults students are often more highly motivated than younger students. They have specific needs that need meeting, and they see education as the way to satisfy their needs. Some of their unique motivations include:

Specific Goals. Adult students have specific goals they want to meet. They may become impatient if they don't sense progress toward their goals. Information will affect people's behavior only in the degree to which they have discovered the personal meaning of that information to them. It is the teacher's job to provide students with new information or new experiences, while at the same time the student has to discover the meaning of the information that has been provided. Unless education is relevant to the student, it has no meaning for him or her.

Implications. Teachers must make the course interesting so adults will stay interested and motivated. They must see how it applies to their lives and how it will improve their circumstances. ABE learners perceive education in terms of usefulness and practicality.

1. Students must understand clearly what they're supposed to do. They must be given a model for each lesson so they can see what is expected of them.
2. Students must be allowed to try a task and must be praised when they do it correctly. Teachers should stay with students until each student is sure he understands the skill and can perform it. Each learner is to some extent unlike other learners and learns best at his own rate.
3. Students must have time to try out each new skill and get feedback from families, friends, and peer groups.

*From F. J. Di Vesta, "Information Processing in Adult Learners," in Adults as Learners. Proceedings of a Conference, edited by Ed Rayman et al. (Pennsylvania State University, 1974), pp.81-104.

4. Reinforcement should be immediate. The best feedback is positive reinforcement. A student cannot be praised too much, but any praise must be sincere.
5. The materials should be organized sequentially so that feedback can be given for learning.
6. The learner should be able to apply new knowledge immediately. In andragogy, learning should be problem-centered rather than subject-centered. "Andragogy is a process for problem finding and problem solving in the present; it is an orientation to the discovery of an improvable situation, a desired goal, a corrective experience or a developmental possibility in relation to the reality of the present situation. To discover 'where we are now' and 'where we want to go' is the heart of the andragogical approach to education."*

Most Adult Students are Volunteers. They are in the classroom because they want to be, so they are motivated to learn and meet their desired goals.

Implications. Teachers must satisfy students' goals so that they will maintain momentum and motivation. If students do not find what they are looking for, they will quit.

Teachers should be prepared for rejection. Some students will stay in the course and be successful and others will leave. No program is 100 percent effective.

Barriers Faced by Adult Students

Adult learners face barriers to entering and staying in the classroom. Following are some of the barriers and their implications for the teacher:

Living in Poverty. Unfortunately, there is a high correlation between the level of education and the level of income: the less educated have the lower income. Poor students may live in crowded conditions, have poor nutrition, or perhaps have physical handicaps, such as poor vision or hearing, which they can't afford to correct. They may also be culturally deprived and unaware of the existence of nearby libraries, museums, and other free sources of cultural enrichment.

Implications. Classrooms should be arranged to minimize physical handicaps that students may have. Students with poor eyesight can be placed near the blackboard. If a student has poor hearing, a teacher can walk toward him when speaking or can speak louder. To provide a link with the community, teachers should arrange field trips to libraries or museums and should bring the community into the classroom with newspaper and magazine articles and calendars of events.

*A Trainer's Guide to Andragogy, rev. ed. U.S. Department of Health, Education, and Welfare; Health Care Financing Administration, March 1972, Washington, D.C., pp. 8 and 9.

Many Responsibilities. Adults often enter the classroom tired after a day of work or of caring for young children. They probably have the responsibilities of a home and a job as well as education.

Implications. Frequent breaks should be allowed so the adult doesn't get too tired. Chairs and desks designed for adults should also be provided, if possible.

AFTER VIEWING THE PROGRAM

The following questions highlight the key points of Program 1, "Who are Your Students?" Discuss these questions with others viewing the program, or answer them on your own.

1. From viewing the program, have you observed the characteristics, strengths, and weaknesses of adult students? Have you observed how you, as a teacher of adults, can meet the needs of adult students?
2. Name at least four characteristics unique to adult students and their implications to the teacher.
3. How are adult students motivated differently from children?
4. Why are adult students often more sensitive than children to nonverbal clues?
5. How can a teacher compensate for an adult student who is tired or has visual and hearing problems?
6. How can a teacher turn a student's problem into a beneficial learning situation?
7. Name four ways a teacher can maintain an adult's motivation and interest in a class.
8. Why is it important for adult students to be treated differently from children?
9. Try some role playing. A student brings a particular problem to class. How is that problem turned into a learning situation by the teacher?

Example: A student needs to buy car insurance. How can a teacher turn that into a learning situation for the student or class?

PROGRAM 2

COMMUNICATING WITH YOUR STUDENTS

OBJECTIVES

To communicate learning experiences effectively, ABE teachers must consider the worlds of their students.

The manner in which one sees the world and responds to it depends on intellectual capacities, emotional mood, and experiences. Similarly, how a learner in an educational environment perceives an idea depends on capacities, mood, experiences, and also on the content of the message. If teachers have tried to understand the characteristics of each of the learners early in their relationships, they are more likely to know something of the world of the learner and how the learner receives messages most effectively. Then they can gear their lessons to students' needs and goals.

Research indicates that the basic problem of communication with under-educated people lies in the types of messages presented. If a message proposes an "alien" environment, one which has no relevance to the immediate needs of the student, it often will be rejected. If the message is preceded by a study of the student's needs, the objectives can be more easily achieved.

Once teachers are familiar with students' backgrounds, needs, and goals, their first responsibility is to interest the students in what will be taught. This can be done by building a learning team in each class. A learning team is based on the same concepts used when children play baseball on a corner lot. The group gathers, establishes rules, chooses sides, plays ball, argues, and returns to the game. Everyone gets to play and the children learn baseball by doing.

In the classroom, it is essential for everyone to have an opportunity to practice, to do, and to be involved. The learning team concept allows everyone to participate while the teacher directs the discussion. The teacher allows the students to present, discuss, and learn the subject.

This program is designed to

- describe the communication strategies effective in working with adult students
- illustrate the importance of guiding students instead of grading them
- show the importance of classroom arrangement and flexibility

Upon viewing all three programs of the HELPING ADULTS LEARN series, you will see that some key points in this second program are also important in the third program, "Counseling Your Students." Listening, motivating, and taking the time to know and understand your students is crucial to communicating and counseling.

BEFORE VIEWING THE PROGRAM

Review the key points outlined here. Then while viewing the program, look for special needs adult students exhibit and examine the ways teachers meet these needs while communicating with their students.

KEY POINTS

Information Taught Must Interest Learners

Adults respond positively to learning when,

- the information has some personal meaning for them. For example, a man in a GED class does not want to learn fractions by reading recipes. He would prefer to learn fractions by reading directions for building furniture.
- they can relate what they are studying to their learning goals.
- they are active participants in the learning process. Adults don't want to be told what they will be studying. Give them a voice in what they will study.
- the learning sessions are uninterrupted and extend over a substantial span of time: a two-hour seminar once a week is more beneficial than three weekly 50-minute sessions.
- they can consolidate what they have learned before going on to new information or skills.
- they receive feedback during learning, thus avoiding the problem of unlearning. Lessons should allow time for students to ask questions. Students can never be praised too much for their achievements.

- they can learn in an unpressured, noncompetitive environment.

Learning Is Affected By Several Factors

Short concentration span, fatigue, resistance to new information, and low level of initiative and participation are factors that have an important effect on adult learning.

Here are some instructional strategies to minimize these effects on learning:

- Avoid long lectures. Break up material into mini-lectures of 10- to 15-minutes duration.
- Plan for lively, meaningful tasks and activities.
- Provide for variety in methods and materials. For example, follow a verbal exercise with an audiovisual presentation or a role-playing activity.
- Introduce new information by establishing connections with prior learning.
- Allow at least one 10-minute break for each class hour.
- Arrange for good lighting, acoustics, room temperature, and ventilation to minimize fatigue and strain.
- Involve students in identifying objectives and procedures.

Classroom Techniques for Motivating Students

You can use specific classroom techniques to reach adult students and keep them motivated. Teachers should know the material and be familiar with lessons. You should know how to ask questions so that your students are thinking and learning during class. Ways to ask questions are:

- Put questions to each student twice for every content part of a lesson.
- Call on volunteers and nonvolunteers for responses. Never let a student sit passively.
- Gear questions to the ability of students.
- Ask the same or similar questions of many students so response becomes automatic.
- Accept correct answers even though they are not phrased as complete sentences.
- Keep questions short and clear.

- Scramble questions among students at random. The class should not be able to anticipate who will be questioned next.
- Plan key questions in advance.
- Encourage students to ask questions to clarify parts of the lesson.
- Always acknowledge correct answers.
- Give students two chances to answer questions so confidence can be built.
- Rather than correcting an error, ask another student to correct it. This will encourage students to listen to each other's responses and not to depend on you for correct answers.

The golden rule of communication is: Speak as you would like to be spoken to. This really means that conversation should be between two responsible individuals with the aim being mutual understanding.

Guidelines for Communicating with Adult Students

There are some guidelines for communicating with adult students. While you probably adhere to most of these rules when communicating with other people, it will not hurt to repeat them here.

- Be aware that your tone of voice and manner of speaking (facial expression, posture, gestures) communicate as much as your words,
- Don't let discussions break down into nagging, arguing, or repetitious criticism. Be calm; show common courtesy and patience.
- Show respect for the other person's feelings and dignity. Avoid rudeness, name calling, and insinuations so that the other person doesn't have to avoid conversation and be forced to just defend himself.
- Don't assume you're making yourself clear. Check to make sure that real communication is occurring by asking if the other person understands or by asking him to express his understanding of what you just said.
- Don't be demanding or dictatorial in your style of speaking or in giving your standards. Be honest and direct about your ideas, your feelings, and about what you expect and plan to do. Let the other person know why you hold a certain idea.
- Give your point of view as information, not as "law" or as the only good idea. Remember that right and wrong vary with opinion, and that it is necessary to consider the other person's point of view.
- Avoid focusing on the negative aspects of the situation. Focus on giving and getting information to solve a problem.

Guidelines to Follow When Listening to Students

There are also similar rules to follow when listening to students.

- Show interest in what is being said. Give the person who is speaking your full attention. This doesn't mean just silently looking at them. There are active ways you can show the speaker you are listening, such as nodding your head in agreement or occasionally saying "yes." Ask questions to check that you really understand; paraphrase. Avoid interrupting. Let the other person finish speaking, and listen for details rather than just waiting to get your point across.
- Be open-minded. This means being flexible and willing to change your ideas. Don't assume you have all the information and facts you need. The other person may know something you don't.
- Avoid getting angry just because the other person's ideas are not in agreement with yours.
- Find out why another person holds particular opinions and how he or she came to believe certain ideas. But never ridicule another's beliefs or ideas.
- Show that you are sympathetic by recognizing the other person's feelings and concerns.
- Check to be sure you understand the language used.
- Check to be sure everyone involved in the situation is clear on agreements made.

Guidelines on Creating a Comfortable Classroom Atmosphere

Adult classrooms include learners of all ages, cultures, religious beliefs, political persuasions, income levels, education, and experience. In today's climate, adult learners are keenly sensitive to any hint of racial or sexist bias in an instructor. The following rules will help establish an egalitarian atmosphere in your classroom.

- Don't address or refer to the women in your class as "ladies" or "girls" or comment on their personal appearance or mode of dress.
- Don't tell ethnic jokes or jokes that stereotype women.
- Don't use one tone of voice for men (businesslike, straight from the shoulder) and another (ingratiating, patronizing) for women.
- Don't set lower standards for members of minority groups than for other students.
- Don't forget that people from diverse cultural backgrounds have their own value systems that will affect their performance as learners.

- Don't mispronounce students' names. If you have difficulty with a foreign spelling, ask the student for the correct pronunciation.

The physical arrangements of a room can have a significant influence on the learning environment. Some adult students work better when studying alone and others work better in groups. Because some classrooms used for adult classes are just "borrowed" and can't be rearranged, adult learners are often forced to sit in the orderly rows used in conventional classes. This is not the most ideal classroom arrangement for adult learners.

If seats in your classroom can be rearranged, there are several arrangements you may want to consider to encourage student participation and, in general, improve the flow of communication in the class. Following are some suggested classroom arrangements:

- Seminar. Chairs are arranged in a circle around a table. Instructor's location is determined by the proximity of blackboard, flip chart, or audiovisual equipment. This is usually not practical for more than 20 to 25 people.
- Horseshoe. An oval arrangement with one side left open for instructor, guest speakers, or student presenters.
- Rectangle. A variation on the seminar. May be used without tables if chairs have armrests or students have clipboards to write on. One side may be left open as in the horseshoe format.
- Small groups. Chairs are arranged in several small circles or semi-circles. Particularly useful for autonomous discussion groups.

AFTER VIEWING THE PROGRAM

The following questions highlight the key points in Program 2, "Communicating with Your Students." Discuss these questions with others viewing the program, or answer them on your own.

1. From viewing the program, have you observed the crucial elements of communicating with your students? Have you observed the importance of listening to your students? Have you learned the importance of guiding your students instead of grading them?
2. In adult learning situations some characteristics that affect learning are short concentration span, fatigue, resistance to new information, and low level of initiative and participation. What instructional strategies can be used to minimize these?
3. What is the golden rule of communication?
4. List some rules teachers can follow to establish an egalitarian atmosphere.

5. Why are physical arrangements of a classroom important? Name three ways a classroom can be arranged to facilitate learning and the benefits of each.
6. Why is it important for teachers to understand their students?
7. How can a teacher make sure an adult student will respond positively to learning?
8. List five classroom techniques to reach adult students and keep them motivated.
9. What are some guidelines for communicating effectively with adult students?
10. What are some guidelines for listening effectively to adult students?
11. How can teachers create an egalitarian atmosphere in the classroom? Why is this important?

PROGRAM 3

COUNSELING YOUR STUDENTS

OBJECTIVES

A successful adult education program must meet the needs of the learners before teaching can begin. Education is just a small part of adult learners' lives, and there may be other pressing needs that demand their attention before they can concentrate on learning.

Teachers are key people in helping adult learners achieve their goals. Whether or not the school has guidance specialists, it is the teachers, the ones who work with the students on a regular basis, who are most likely to inspire their confidence and make it possible for them to open up and describe their feelings, needs, hopes, ambitions, and personal problems.

Undereducated adults, because of their low socioeconomic background, their lack of self-confidence, and, in many cases, their employment problems, have great need for counseling of various kinds. They need help in

- establishing realistic vocational and educational goals
- finding out how and where to look for jobs
- solving personal and family problems that may be blocking their ability to learn or even to attend class
- contacting community agencies that will help solve these personal and family problems

Counseling begins when adult students enter the classroom and continues throughout their educational experience until the program is completed or they are ready to quit.

This program is designed to

- illustrate the need for counseling in adult students
- describe the counseling opportunities of entrance, participation, and exit interviews
- provide counseling techniques, whether individualized or for group discussions

After viewing this third program in the HELPING ADULTS LEARN series, you will see that certain key points in this program are also important in the other two. Listening, motivating, and taking the time to understand your students is crucial to every aspect of teaching adults.

BEFORE VIEWING THE PROGRAM

Review the key points outlined here. Then, while viewing the program, look for the problems adult students face in their return to school and observe how teachers handle these problems. Notice how counseling is often integrated with teaching.

KEY POINTS

Characteristics of Adult Students

Adult students often share some characteristics.

Undereducated adults often share some characteristics that can be used as general background information for counseling and teaching.

- an inadequate self-image
- total illiteracy or less than an adequate reading skill level
- background of semi-skilled or unskilled jobs
- membership in an ethnic minority group
- an apathetic outlook
- limited or unrealistic aspirations
- lack of long-term goals

Most of the students will also be poor. The energies of the undereducated must often be spent primarily to "get by" rather than to "get ahead." Therefore, the undereducated very often lack the motivation to improve their situations.

Implications. The counselor or teacher can only gain further insight into the characteristics of the disadvantaged by exploring their actual problems and understanding their environment. They can visit their students in their homes, visit neighborhood stores, and consult with social agencies that serve this segment of the population. The first step in a successful counseling program is to help the adult establish solid personal, educational, and vocational goals.

Undereducated adults need frequent encouragement. Therefore, the goals of the program need to be explained to them often--not in long-range terms, but in obtainable, short-term objectives. Successful counselors and teachers of educationally disadvantaged adults have learned to experience rejection and indifference and to expect failure along with success. Nonetheless, the counselor and teacher must constantly show adult students their sincerity, interest, and respect. Undereducated adults are often quite wise in the ways of the world and will instantly and permanently reject any approach that they judge to be phony. Sincerity and concern must be exhibited in every way possible in each relationship between counselor and student and between teacher and student.

Techniques for Keeping Students Motivated

Following are steps which have proved effective in keeping students motivated:

- Students must clearly understand what is expected of them. They must be given a model for each lesson so they can see what they are to do.
- Allow students to try a task and praise them when they have done it correctly. The teacher must stay with each student until it is clear the student understands the skill and can perform it.
- Give students time to try out each new skill and get feedback from their family, friends, and peer groups.
- Be prepared for students to reject the program. Some will stay with the program until they complete it; others will drop out. No program is one hundred percent effective.

Techniques for Building a Comfortable Classroom Atmosphere

There are techniques for building a comfortable atmosphere in the classroom to ease students' apprehensions.

- Arrive early for class and greet all students as they arrive. Make each student feel welcome.
- Arrange the seating (if possible) so students can see each other. Try to avoid the appearance of a traditional classroom. Sit among the students and don't stand in front of them throughout the class period.

- Introduce yourself and let the students know something about you. For example, tell them where you work (if you're a part-time teacher of adults), and something about your family and your interests. Remember, don't parade your educational successes in front of your students.
- Explain what the class is for and how it will help them meet their educational goals. If it is a GED program, explain the structure of the tests and how the course will help them pass. Explain the benefits of having a high school diploma and the opportunities for advanced education open once that diploma is obtained. Point out that the class will be informal and that the students will help each other learn.
- Give students the opportunity to meet and talk with each other in order to help them adjust to the learning situation. Knowing who else is in the class and something about the teacher is important to adult students. They are especially afraid of failure and don't want to make mistakes in front of strangers. It helps them to know whom they are working with.

Counseling Begins When Students First Enter the Classroom. Students often begin a program by saying, "I'm too old to learn anything," or "I don't have much time," or "Others are smarter than I am." They also don't know what to expect on their return to the classroom. They have questions such as, "Will discipline be strict?" "What if I don't understand something? Will everyone think I'm stupid?" and "Where am I to sit and how should I address the teacher?"

Implications. Entry level counseling concentrates on encouraging student participation in the different activities of the program and in indicating the value of the program to students in terms of their personal goals and ambitions.

Students need a description of the program and of the counseling services provided when they begin. They need to be forewarned about the pitfalls of discouragement and falling by the wayside.

Students also need an initial assessment of their skills.

They need academic program planning that includes a self-appraisal and goal setting. Striking a balance between communicating the reality of the challenge students face and encouraging possible achievements is the single most complex task for an adult basic education staff.

Before teachers can help students set realistic goals and understand the program, they need to understand what fears and expectations the students have. To do this, it is important that teachers listen to their students. Some good listening techniques for teachers to be aware of include:

- eye contact (looking the other person in the eye without gazing or staring)
- posture (becoming comfortable, relaxing muscles, being aware of the speaker's gestures, leaning forward, raising the head or supporting the speaker through body attitudes)
- hearing (selecting and discriminating between sounds)
- anticipating (thinking ahead of the talker and trying to anticipate what ideas are being constructed with the factual evidence)
- weighing evidence (asking oneself while listening, "Is the evidence valid and complete?")
- summarizing (reconstructing periodically the mental images created by points of the talk up to the moment)
- paying attention to nonverbal communication and interpreting its meaning to what is said

Adjustment Counseling is Needed as Students Continue Through a Program. Some may find their return to school more difficult than they expected, and they'll need encouragement and praise for each success. They need to be shown the progress they are making.

Implications. Teachers should help students keep their goals in mind throughout the lesson and should show them that they have made some progress toward reaching their goals. Teachers should also deal with self-defeatist attitudes when they crop up. That means keeping in touch with each student throughout the program.

Teachers must be more attuned to the progress made than to the mistakes made. To do this, and to show students some progress toward their goals

- the class should be a safe environment where new behavior can be attempted without fear of attack from peers or ridicule from the teacher.
- teachers must be able to disagree without giving students a feeling of rejection. Teachers must correct factual misinformation without deflating students, perhaps by offering suggestions for improvement without calling into question the self worth of the learner.

Because adults lead full lives they may not be able to attend every class and may think, "If I miss a class, I'll be too embarrassed to come back," or "The teacher will punish me," or "Missing one class will put me far behind."

Implications. If students occasionally miss class, a teacher may help resolve some of the problems by going over the materials missed. If a student is having problems with transportation or baby-sitters, the teacher may also help find solutions to these needs.

Exit Counseling Is Needed When A Student Is About To Complete A Program Or Is Contemplating Dropping Out.

Implications. Teachers should initiate interviews with students when they are about to leave a program. Students' prospects of testing themselves in the "real" world may give rise to the old apprehensions. Teachers can lead group discussions in which these common fears are shared and an emphasis is laid in the achievement they have made so far. Other general discussions can be geared toward job-related skills: teaching methods of acquiring information, filling out job applications, and preparing resumes.

If students contemplate dropping out, the teacher should assure them that they are always free to return to the class. Teachers should encourage the students to contact resource people in the education program before making the final decision to quit.

Group Counseling and Instruction is Often Effective. Some adults benefit from sharing their problems and worries with others because they learn that others share their concerns. They also draw support from their peers.

Implications. Under proper guidance, group work might promote the individual's ability to get along in a social climate by encouraging effectiveness in leadership, independence of thinking, ability to resolve problems democratically, ability to formulate clearly defined goals, willingness to assume responsibility, and initiative and consideration of and sensitivity to the views of others without sacrifice of one's own ideals. For a group to be effective, it must be cohesive and all members must be secure in their acceptance. The situation in a group must be free from personal threat so that individuals can afford to try new things without fear of jeopardizing their status or risking ridicule.

Individual Counseling is Often Effective. Sometimes if students have personal or complicated problems, they may not want to share them with a group but may seek out a teacher for assistance.

Implications. The heart of good teaching and counseling programs is the relationship between teachers and students. Teachers in their daily classroom behavior must establish an atmosphere of rapport, empathy, and mutuality of experience in which the students can be free to be what they are and free to express their innermost thoughts and emotions. Teachers who can establish this atmosphere are the ones who value the students and who express their caring in ways that are perceived by students as coming from genuine and trustworthy human beings.

Teachers must show that they accept the student and should not be judgmental or critical. Several techniques teachers can use to be successful in informal personal conferences are

- listening to students. Students seek out teachers for an individual conference because they have something to say. They do not want the teacher to do all or most of the talking.
- clarifying students' problems. A particularly effective technique is the restatement of what the student has said. Even though nothing new has been added, the student's statement often assumes new meaning when someone else says it.
- being aware of nonverbal clues. Rejection can be communicated by the teacher's behavior as well as by words. It is of extreme importance that teachers are aware of their own facial expressions, gestures, movements, and even the clearing of their throat. Such behavior, if inappropriately timed, can say to the student just as clearly as words, "I do not accept you and am not genuinely interested in you." The counselor must also be aware of nonverbal clues given by the student. For example, trembling, fidgeting, twitching, and rigidity can indicate emotional tension and high feeling.
- using easy-to-understand language. It is all too easy to intimidate and alienate students by using language that is "over their heads." Use of big words may have two unfortunate results:
 1. Students may feel stupid because they don't understand.
 2. Teachers don't know that they are not understood, because the students are ashamed to say so.
- knowing how to ask questions. The teacher in the role of counselor asks only one question at a time, not two or three in the same breath. Straight-forward questions are best. Trick questions may be amusing, but they can stop a conference. Teachers should avoid asking questions in which the answer is suggested: "Wouldn't you like to read more in your spare time?" Yes, some students may, but maybe not that particular student. Silence can be just as effective as questions in drawing out a student if the teacher has the ability to feel relaxed and comfortable during a silence.

- not telling what is said in confidence. The quickest and most effective way to destroy a good teacher-student conference is for the teacher to reveal information that was given in confidence. Many bits of information make interesting small talk and gossip. But the teacher is ill-advised to repeat confidences because the spoken word, like the proverbial penny, usually returns to its owner and can never be recalled.

Some Student Problems Cannot Be Solved By the Teacher and Demand Professional Help.

Implications. Teachers need to be aware of support services in the community in case they need to refer a student. Various agencies that could help some adult students include the welfare department, the health department, the veterans administration, local hospitals, and state employment services. Often, teachers can help students by posting a list of the service agencies and their addresses and phone numbers in the classroom.

AFTER VIEWING THE PROGRAM

The following questions highlight the key points in Program 3, "Counseling Your Students." Discuss the following questions with others viewing the program, or answer them on your own.

1. From viewing the program, have you observed the need to counsel students? Have you observed the different counseling techniques that are useful? Have you learned the three times when counseling is vital to the adult student?
2. Why is it important to understand adult students' environment before understanding their problems?
3. How can teachers make students feel comfortable when they enter the classroom for the first time? Why is it important for students to be comfortable?
4. What are some good listening techniques?
5. What are some techniques effective in keeping students motivated?
6. Why is adjustment counseling needed? Why is it important?
7. Why is exit counseling needed? Why is it important?
8. What are the advantages of group and individual counseling?
9. What are four useful techniques for conducting teacher-student conferences?

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HELPING ADULTS LEARN

Instruction Guide



HELPING ADULTS LEARN

Instruction Guide

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INTRODUCTION

"Treat people as if they were
what they ought to be, and
help them to become what they
are capable of being."

-- Goethe

An artistic expression becomes "classic" because it not only reflects the times, it transcends them. One hundred and fifty years have not paled the importance of the thoughts expressed by Goethe. Today, his words hold important truths for adult educators, for they embody many of the basic principles and foundations of adult education.

An estimated 27 million adults in the United States are considered functionally illiterate and could possibly increase the quality of their lives by returning to an adult education setting. When and if they do, respect and dignity will be crucial to their eventual success. Experienced adult educators know that many of their students are insecure, often embarrassed, about their lack of skills. A supportive environment, created by the educator who is sensitive to the characteristics and needs of adult learners, eases students' fears. In addition, students need to know that their years of experience and acquired knowledge about the world are respected and have value in the adult classroom.

Helping adults "become what they are capable of being" implies the role of the adult educator as a facilitator. In other words, the teacher guides and nurtures the students' educational experiences rather than prescribing them. In the adult classroom, achieving what one is capable of being requires that students and teachers work together to meet the needs of the individuals, of organizations, and of society.

Programs 4 and 5 are a continuation of the HELPING ADULTS LEARN television series. You will find that many of the points covered in the first three programs are also important in programs 4 and 5.

Program 4, "Teaching Adults to Read: The Language Experience Approach," is intended to give the viewer an in-depth look at one way students' knowledge and experiences can be incorporated into the curriculum. Program 5, "Students' Needs: An Instructional Resource," provides examples of ways to incorporate students' needs into a curriculum.

This instructional guide is intended to give you background information about the topics covered in the programs. It also gives key points to watch for during the programs and recommends additional readings about the topics.

PROGRAM 4

TEACHING ADULTS TO READ: THE LANGUAGE EXPERIENCE APPROACH

Although students in ABE/literacy programs have been handicapped by the inability to function as literate members of society, they bring to the learning situation lifetimes of rich and varied experiences. Teachers and tutors can draw from this wealth of knowledge by using the language experience approach to teaching reading.

After years of failure and frustration, beginning adult readers typically regard printed material as threatening and alien. The language experience approach helps to overcome this "print blockage" by using the adult's oral language ability to develop meaningful, nonthreatening reading material created by the learner. In addition, the approach creates a cooperative learning atmosphere by allowing the student to share experiences, interests, and attitudes. This opportunity strengthens motivation and serves as a potent means of dealing with often-overlooked student esteem needs.

OBJECTIVES

This program is designed to:

- Illustrate the steps to be followed when using the language experience approach in individual and group settings
- Provide examples and recommendations for using the method

BEFORE VIEWING THE PROGRAM

Familiarize yourself with the key points outlined here. While viewing the program, observe the process in action and look for the strengths of using the language experience approach in both individual and group settings.

KEY POINTS

A common complaint among teachers in ABE and literacy programs is that adult reading materials are inappropriate. Students in these programs often find that the materials are juvenile, unmotivating, or simply of little or no interest. The language experience approach (LEA) to teaching reading

provides one solution to this problem. By combining speaking, listening, reading, and writing, the approach generates material that is relevant to the learner(s).

Quite simply, the LEA is "talk written down." The student dictates a story, the teacher records exactly what is said, and the student then reads the story. It is a whole-word approach to teaching reading that eliminates the difficulty many beginning adult readers experience with a phonics approach. In addition, the familiarity of the material facilitates word recognition. The following steps describe the LEA in detail.

Step 1: Choose a Topic

Begin by developing a relaxed and supportive conversational environment with the learner(s). Students who know that their experiences and interests are respected by the instructor will be more willing to talk about them.

During discussion, determine a topic of interest to the student(s). It might be a recollection of past experiences (including hobbies, jobs, family memories). Current personal or community issues provide relevant topics in a group setting (including the problems a reading disability creates, economic issues, alcohol awareness programs, job interviews). In either case, the learner(s) must be interested, involved, and willing to talk freely. Explain to students that the topic of discussion will be written down and used as part of the reading instruction.

Implications. The teacher must be a good listener and allow the discussion to flow. The conversation may not evolve in the direction originally anticipated -- pick up students' cues and clarify the dimensions of the topic.

Step 2: Elicit Relevant Vocabulary and Concepts

Through discussion, develop the topic thoroughly and logically. Plan what will be included in the story. You might try a "shopping list" -- that is, keep track of the relevant vocabulary and concepts to be included during dictation. Plan how the topic will be dictated. For example, if a student is discussing a hobby, a step-by-step discussion might be used during dictation. If a group of students is talking about family histories, a chronological sequence might be encouraged.

Implications. The instructor must ask good questions that elicit details and help to fill in the gaps. Be sure to ask students to clarify meanings if any difficult words or words with multiple meanings are used.

Step 3: Student(s) Dictate/Teacher Records

Some guidelines to keep in mind during dictation:

1. Record students' dictation exactly at first, even if the language patterns are nonstandard. It is the familiarity of the material which provides a successful reading experience. Once students have experienced positive results with the LEA, future sessions might focus on grammatically correct expression.
2. Print legibly and consistently, especially with beginning readers. A well-spaced final product will be easier to read. Also, use capital letters only where needed, as most printed material follows this format.
3. Ask students if they have anything more to add during appropriate breaks in the story and again at the end of the dictation.
4. In a group setting, be sure all students have contributed during dictation. Make carbon copies or photocopies for everyone in the group.
5. If it is appropriate, students may rewrite the story in their own handwriting. The finished product will be even more personal and give students great pride in their work.
6. Be brief but honest if a student asks for explanations about technical details such as punctuation marks.

Step 4: Student Reads Dictation

Some students may not be able to read the story alone at first. Provide a purpose for reading by asking the student(s) to read along with you "to make sure I have recorded exactly what you have said."

Students may then try reading the story alone. Provide help when it is needed but avoid overcorrecting miscues. A marker may be used to guide the reading and help prevent a student from losing his or her place.

Repeated readings reinforce word recognition and encourage fluency. Have the student(s) read the story often, for several weeks or until interest wanes.

Rereading may be extended in several ways. Have the student(s) locate specific words in the story to increase word recognition. Vocabulary development may be enriched by asking the student(s) to supply synonyms for words in the story. Steps 5 and 6 offer additional suggestions.

Step 5: Same Vocabulary in New Sentences

The ability to recognize familiar words in a new context (transference of a skill) is a crucial step in becoming an independent reader. To foster this in your students, write new sentences which contain relevant words from the dictation. (Relevant words may be those that are pertinent to the story itself or words that are basic to survival in society.) Also, students can

be asked to practice word-recognition skills independently. Encourage them to find familiar words on signs, newspapers, menus, food labels, letters, etc.

Step 6: Skills Instruction

Three factors should be considered when developing supplementary skills instruction:

- The vocabulary in the story
- The learner's needs
- The reading level of the learner

First, look for vocabulary in the story which could be used to develop various reading skills. For example, words with prefixes, suffixes, and root words provide an opportunity for building word analysis skills. Word families can be built from words which follow a common spelling pattern (e.g., lake, bake, rake). Figurative language in the story provides a basis for comprehension instruction.

Students' needs should also be considered. This implies the use of relevant material as a vehicle for skills instruction. For instance, menus, food labels, manuals, newspapers, directions, children's report cards, medicine labels, etc. can be used when appropriate. A variety of methods and modes of instruction is also implied. Typewriters, tape recorders, and computers provide excellent opportunities to incorporate skills instruction.

Finally, the reading level of the student(s) should be taken into account. A beginning reader may become confused by instruction which is too complex. Keep the sessions short and simple at first. A more advanced reader might enjoy a more challenging activity. A crossword puzzle could be made using words from the story. Questions which require more than literal interpretation might also be appropriate. For beginning or advanced readers, exercises can focus on particular skills that the student needs. For example, discuss only vocabulary words, word endings, or pronouns, depending upon students' needs.

AFTER VIEWING THE PROGRAM

Discuss the following questions with other teachers and tutors or answer them on your own.

1. What are the steps in the LEA?
2. Why is the LEA a good approach to use for teaching reading to adults?
3. What do you see as the advantage of the LEA over other methods of teaching reading to adults? What do you see as its disadvantages?

4. Compare and contrast the LEA in group and individual settings.
5. Why is rereading so important?
6. How might you adapt the LEA for your student(s) and why?
7. What kinds of other reading materials might be useful to supplement the LEA to build a student's vocabulary?
8. Make a list of ideas you might use with the LEA. Choose one and try it with a student. How will you provide supplementary skills instruction?

PROGRAM 5

STUDENTS' NEEDS: AN INSTRUCTIONAL RESOURCE

Adults who return to an educational setting -- whether an ABE, literacy, GED, job-retraining, or continuing education program -- are seeking to fulfill one or more of their basic and educational needs. Basic needs, when met, provide the individual with feelings ranging from physical well-being (comfort, adequate income) to emotional and spiritual well-being (greater maturity, self-actualization). Educational needs are intricately related to basic needs in that they enable a person to be a more fully functioning human being. They are what Knowles (1980) has called "the distance between an aspiration and a reality."

Too often, however, returning adult students become quickly disillusioned by programs which are irrelevant or fail to accommodate their search for fulfillment. They either lose interest and motivation or leave the program altogether. It is imperative, then, that the individual needs and concerns of adults be addressed right away.

Meeting the needs of individuals and groups of students implies a flexible and constantly evolving curriculum, a dynamic rather than a static curriculum. Students who have a part in planning the curriculum and who sense immediately that the program is relevant to their lives will develop a strong commitment to making it work.

OBJECTIVES

This program is designed to:

- Provide a rationale for developing and implementing a dynamic curriculum
- Illustrate ways in which students' immediate needs can be met and thus create a dynamic curriculum
- Provide examples of programs where students' needs are being met

BEFORE VIEWING THE PROGRAM

Please take time to acquaint yourself with the key points outlined here. While viewing the program, observe the variety of ways students' immediate needs are being met. Also, look for the different kinds of educational and basic needs the students exhibit.

KEY POINTS

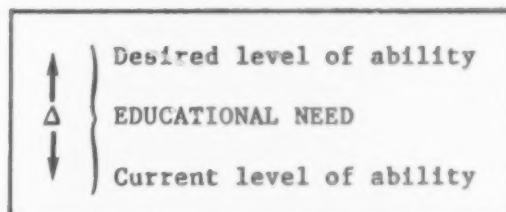
Basic and Educational Needs

Every human being has the desire to fulfill deep-rooted basic needs. Maslow (1970) suggested that these needs include:

1. Physical well-being - adequate food, water, and shelter
2. Safety and security - a sense of stability and structure
3. Belongingness - contacts and associations, love and affection
4. Esteem - self-respect, respect from others, opportunities to obtain recognition
5. Self-actualization - opportunities to develop to one's fullest potential

When these basic needs are combined with environmental and biological factors, an individual is moved to action.

Quite often, the adult education setting is the most appropriate environment for meeting these basic needs. There are skills or bits of knowledge that the person must acquire to ensure that basic needs are met; thus, an educational need has arisen from a basic need. Educational needs are represented by Knowles (1980) in the following diagram:



The intricate relationship between basic and educational needs might best be pictured in the following table. Examples are given at each level to provide a clearer understanding of the interplay between basic and educational needs.

BASIC NEED:**EDUCATIONAL NEED:**Physical Well-Being →Literacy Training

Example: "Lemon" dish detergent samples are mailed to randomly selected households. Nonliterate members of some of these households mistakenly believe that they have received a beverage product. Their basic need for physical well-being has created an obvious educational need for literacy training.

Safety and Security →Job Retraining

Example: The head of a household has a growing family. What had once been an adequate income is no longer sufficient. Moreover, the plant where he works is in danger of closing soon. He has no employable skills except the ones he used on this job. His basic need for security and stability has created an educational need for job retraining.

Belongingness →Communication Skills

Example: A recent immigrant to the United States has been unable to find employment. Several job interviews were unsuccessful because she did not understand or possess the skills she needed to communicate effectively in this country. In addition, she has met with little success when she has tried to affiliate herself with social organizations. Her basic need for a sense of belonging has necessitated an educational need for effective communication skills.

Esteem →Literacy Training

Example: One father, who had covered up his illiteracy for many years, found himself feeling very inadequate when his young son began asking him to read books to him. His "loss of face" in his son's eyes has left him feeling depressed and anxious. His basic need for self-respect and esteem has created the educational need for literacy training.

Self-Actualization →Continuing Education

Example: Consider the woman in a rural area who never learned to read. The local literacy council finally convinced her to attend their tutoring sessions. Her success with learning to read prompted her to develop herself even further. She completed a GED program and has recently been taking classes at a community college. Her basic need to realize her fullest potential has created an educational need for continuing education.

A well-rounded program will address both educational and basic needs. The teacher who is sensitive to the roots of educational needs will provide a healthy climate for learning.

Assessing Student's Needs

An atmosphere of mutual trust and respect is the cornerstone of assessing students' needs. Many adult students have masked their disabilities or perceived inadequacies with elaborate cover-ups. They may not be willing to discuss their needs openly and honestly at first. If they feel that their concerns are accepted without judgment, however, the lines of communication may open and teachers will be able to gather valuable information.

Several methods are useful for assessing students' needs:

1. Ask the students. Discussions and interviews are usually sufficient. Sometimes, however, students may not open up to discussion; then a sentence-completion format might be appropriate. For example, ask students to supply the answers to questions such as "What I would most like to accomplish in this program is ..." or "The biggest problem I have finding a job is ...".
2. Contact other people who are significant in the students' lives. These might include family members, social workers, employers, or physicians.
3. Be sensitive to current issues in the mass media, such as current economic trends in the area, job availability, alcohol awareness programs, or health issues that relate to the workplace.
4. Stay current with the professional literature. Talk with other adult educators and attend adult education conferences.

Sometimes it will be necessary to help students clarify and place their needs in order of priority. Careful questioning will usually help students verbalize their needs and concerns. For example, try asking a student who has experienced problems with job-interview communication skills a question like, "What particular aspects of a job interview were difficult?" Once elicited, needs may be placed in priority order on an individual basis or by group consensus.

Incorporating Students' Needs into the Curriculum

Once students' needs have been assessed, they should be woven into the curriculum. A curriculum which is rigid and tightly structured, one with the textbook as a major focal point, might be thought of as a static curriculum. With its focus on content and theoretical applications, it will not be easily adapted to meeting the immediate needs of the students. A dynamic curriculum, however, is one which is flexible enough to accommodate adults with changing needs and varying levels of abilities.

A dynamic curriculum is not without coherence. Students' immediate needs should be considered within the framework of needs that are equally important for functioning within an organization or a society. For example, a student may wish to learn how to compute the surface area of a room in order to buy paint. Once this initial goal has been met, other mathematical skills can be taught that would give the student a broader-based knowledge. Students may first need to know how to fill out job application forms; skills learned there can later be expanded to include résumé writing and communication skills.

Finally, a dynamic curriculum which meets the immediate needs of adult students is in tune with the characteristics of adults as learners. Keep these points in mind when incorporating needs into the curriculum:

1. Adults want relevance in the classroom. Subject matter should be treated within the realm of practical concerns.
2. Adults are problem-oriented. Specific skills and their applications are more important to adult learners than theoretical applications. The processes involved in learning are especially relevant to adult students.
3. Adults have a variety of life roles, including worker, parent, spouse, and citizen. Their basic and educational needs are closely related to their life roles and instruction should be sensitive to them.

AFTER VIEWING THE PROGRAM

The following questions highlight the points covered in program 5. Discuss them with other teachers and tutors or answer them on your own.

1. What are basic needs? What are educational needs? How are the two related?
2. Why is it important to be sensitive to basic needs?
3. How can the adult classroom accommodate basic needs?
4. How can students' basic and educational needs be assessed?
5. Compare and contrast a dynamic and a static curriculum.
6. Why is a dynamic curriculum well-suited for the adult classroom?
7. How were basic and educational needs met in the examples in the videotape?
8. Try a sentence-completion exercise with a student. Take his or her response and incorporate assessed needs into your curriculum.

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Writing TestDirections: Find the error in the following:

1. (1) article
(2) vehicle
(3) icicle
(4) bicycle
(5) no error
2. Twelve mayors will hold a meeting on May, 3, 1976,
₁ ₂
 at 540 Crescent Parkway, where our municipal
₃ ₄
 offices are located. No error
₅
3. The column of figures was a long one to add;
₁ ₂
 even Lisa, after three tries, arriving at three
₃ ₄
 different totals. No error
4. Perhaps the best known of the black conductors is
₁ ₂
 Dean Dixon, who has led symphony orchestras
₃
among Europe and North America. No error
₄ ₅
5. Centuries before Europeans reached this continent,
₁
 descendants of Ice Age Asians have been building
₂ ₃
 irrigation canals here. No error
₄

Directions: Choose the answer ₅
 that makes the best sentence.

6. Having eaten more as anyone in the room,
 Dominic felt slightly sick.
 (1) as anyone
 (2) than anyone else
 (3) than everyone
 (4) than any
 (5) as the other people

Writing Test - continued

7. Tuition will be waived while on scholarship.
- (1) while on scholarship
 - (2) for attending on scholarship
 - (3) while scholarships are received
 - (4) for students on scholarship
 - (5) among scholarship program persons
8. In recent years, many women have come to believe that they have been treated unfairly.
- (1) In recent years
 - (2) Recently, in this modern world
 - (3) In the modern world of these times
 - (4) In this day and age today
 - (5) These days today

Directions: Read the following passage before you answer the questions based on it. For each question, select the one best answer. Then blacken the corresponding space on your answer sheet.

Questions 36-40

¹Skylab was a huge space station that was put into orbit around the Earth in 1973. ²It was to be used for scientific experiments by three teams of scientist-cosmonauts. ³While Skylab was being launched unmanned, a protective shield was torn off. ⁴Without the shield, the Sun's rays heated the inside of Skylab to a temperature you couldn't stand. ⁵Many people are still interested in the Skylab program.

⁶The launching of the first team was delayed. ⁷Then a way had to be devised for replacing the shield with a new sunshade. ⁸Finally, the repair work was done in space by the first team, and the experimental work of all three teams went on without further difficulty. ⁹Skylab became a ghost ship. ¹⁰It was to continue circling the Earth silently for another five to ten years until it slowed so much that it could no longer maintain orbit. ¹¹Then it was to plunge back into Earth's atmosphere, where friction would cause it to burn up before it could fall back to the surface.

36. In sentence 4, a temperature you couldn't stand should be
- (1) left as it is
 - (2) changed to a really hot temperature
 - (3) changed to hotter than you would think
 - (4) changed to hot temperatures
 - (5) changed to unbearable temperatures

37. Sentence 5 should be

- (1) left as it is
- (2) placed after sentence 2
- (3) placed at the beginning of paragraph 2
- (4) placed after sentence 8
- (5) omitted as irrelevant detail

38. To combine sentences 6 and 7, delayed. Then a way had to be should be changed to

- (1) delayed until a way could be
- (2) delayed; this was only until a way had to be
- (3) delayed; a way was next
- (4) delayed during the time until a way was
- (5) delayed and next a way had to be

39. Sentences 9 and 10 should be

- (1) kept as two sentences
- (2) combined by using ship such that it was
- (3) combined by using ship, so that it was
- (4) combined by using ship; this ship was
- (5) combined by using ship; the result is that it was

40. If the second paragraph were divided into two paragraphs, the new paragraph would best begin with which of the following?

- (1) Sentence 7
- (2) Sentence 8
- (3) Sentence 9
- (4) Sentence 10
- (5) Sentence 11

Social Studies Test

Questions 10-11 are based on the following passage.

The gentleman from New Jersey was vigorously emphasizing the need to have equal representation of all states in the new Congress. It was at this point that the Virginia representative rose to his feet and loudly exclaimed:

"I cannot understand the logic used by the honorable gentleman from New Jersey when he equates such states as New Jersey with states such as Virginia and Pennsylvania. Virginia will never allow the dictates of the few to dominate the needs of the many."

10. The two gentlemen in the passage above were expressing opposite points of view about
- (1) voting regulations in the new Congress
 - (2) committee membership in the new Congress
 - (3) the duties of representatives in the new Congress
 - (4) protocol in the new Congress
 - (5) the basis for representation in the new Congress
11. The solution to the dispute led to the establishment of a
- (1) judicial system
 - (2) national election system
 - (3) Bill of Rights
 - (4) two-house federal legislature
 - (5) limited presidential term



28. Which area is associated with the Gold Rush of 1849 ?
 (1) 1 (2) 2 (3) 3 (4) 4 (5) 5
29. In the middle of the nineteenth century, American industry was most heavily concentrated in which area?
 (1) 1 (2) 3 (3) 4 (4) 6 (5) 7

Science Test

Questions 15-17

If a thick syrup or heavy oil is subjected to a pressure and made to flow through a pipe, the rate of flow will not be as great as when gasoline or water is sent through the pipe under the same conditions. This difference in the rate of flow is due to an internal fluid resistance called viscosity. Consider a slow steady flow of water over a sandy stream bed. Flow measurements show that fluid velocity is a maximum at the top surface of the water and almost zero at the bed. We can imagine that the water is flowing in layers in which the molecules rub against each other, causing friction between the layers and between the layer closest to the bottom and the bed. The greater the friction between these layers, the slower the fluid is able to flow and the higher the viscosity is said to be.

Viscosity also depends on the temperature of the fluid. The viscosity generally decreases as the temperature of the fluid is raised. One can estimate the viscosity by dropping weights into the fluid and measuring their velocity of fall. The slower the fall, the higher the friction.

15. According to the passage, viscosity describes which of the following properties of a fluid?
- (1) Its resistance to flow
 - (2) Its resistance to temperature changes
 - (3) Its composition
 - (4) Its velocity
 - (5) Its miscibility with other fluids

16. A fish can swim in a river fastest relative to the bank if it swims
- (1) upstream at the top of the water
 - (2) upstream at the bottom of the water
 - (3) across the stream halfway from the top of the water
 - (4) downstream at the bottom of the water
 - (5) downstream at the top of the water
17. A weight released at the surface of a liquid having a low viscosity will
- (1) have a lower velocity than one released at the surface of a fluid with high viscosity
 - (2) drop at the same rate as if it had fallen through air
 - (3) lower the temperature of the liquid
 - (4) move fastest near the top and slowest just before striking the bottom
 - (5) do none of the above

GO ON TO THE NEXT PAGE.

Reading Test

Questions 5-6 refer to the following poem.

What Is Poetry?

What is poetry? Who knows?
Not the rose, but the scent of the rose;
Not the sky, but the light of the sky;
Not the fly, but the gleam of the fly;
Not the sea, but the sound of the sea;
Not myself, but what makes me
See, hear, feel something that prose
Cannot, and what it is, who knows?

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5. What is the main idea of this poem?

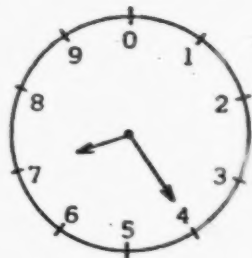
- (1) Poetry should be enjoyed by everyone.
- (2) Poetry cannot be defined in words.
- (3) Poetry is more useful than prose.
- (4) Poetry is composed of rhyming words.
- (5) The best poems are those about nature.

6. According to the poem, poetry, unlike prose, does which of the following?

- (1) It relates to feelings rather than to objects.
- (2) It explains things fully and logically.
- (3) It deals with everyday life.
- (4) It concerns itself with things, not people.
- (5) It describes things in simple words.

GO ON TO THE NEXT PAGE

Math Test



8. On the altimeter shown above, the shorter hand indicates the number of thousands of feet above sea level and the longer hand indicates the number of hundreds of feet above sea level. What is the altitude above sea level of a plane whose altimeter reads as shown?
9. Of the 29,580 adults arrested for major crimes in one state during one year, 10,514 were convicted and 5,239 of these were eventually imprisoned. How many of those convicted were not imprisoned?

- (1) 4,000 ft (2) 4,700 ft (3) 7,000 ft
(4) 7,400 ft (5) 11,000 ft

- (1) 24,341 (2) 19,066 (3) 13,827
(4) 5,326 (5) 5,275

Answer Sheet

1. (4)
2. (2)
3. (4)
4. (4)
5. (3)
6. (2)
7. (4)
8. (1)
36. (5)
37. (5)
38. (1)
39. (1)
40. (3)
10. (5)
11. (4)
28. (1)
29. (5)
15. (1)
16. (5)
17. (5)
5. (2)
6. (1)
8. (4)
9. (5)



PROJECT: Drop-In

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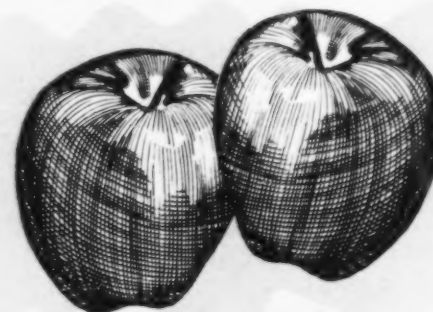
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**JUNIATA-MIFFLIN AREA
VOCATIONAL TECHNICAL SCHOOL**



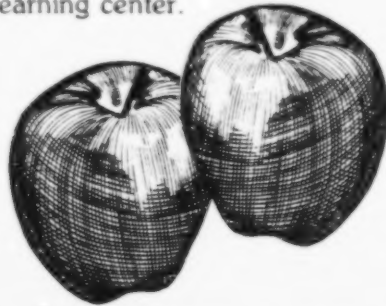
MAKE YOUR MOVE TODAY

Programs in:

- **Adult Basic Education**
- **General Education Development (GED)**
- **Writing**
- **Job Search Skills**
- **Older Worker Job Search**
- **Project: Drop-In**
- **Project: Re-Entry**
- **GED Alumni Association**

Small groups or 1 on 1 instruction.

At the Adult Education Center our motto is: It's Never Too Late to Learn. Our student's ages range from 17 to 70. Join the excitement of our learning center.



The Adult Education Center in the Vo-Tech School has classes in Adult Basic Education (ABE) and General Education Development (GED) for any area adult. Prepare for the GED test or brush up in any area you wish. Classes are small, informal and FREE. Days or evenings.



READY-SET-LEARN

A special program new this year to provide tutors to help you get ready for GED classes. Extra help one-on-one is FREE to you at the Adult Center. Come see us or call 248-4942. FREE.

Learn the skills you need to get the job you want. **JOB SEARCH** leads to successful job hunting! Help with applications, resume writing, interviewing. Small groups. FREE.



JOB SEARCH

A new program for Mifflin County older (55 years old and older) workers. Job Search skills for our more mature citizens wanting to enter or re-enter the job market. Must meet eligibility requirements. Call for more information - 248-4942.



WRITING WHEEL

Are you interested in improving your writing skills? Learn how to organize your thoughts and express yourself clearly. Learn communication skills you'll use at home, at work in many ways. Workshop is FREE at the Adult Center 248-4942.

for more information,
contact:

*Adult Education T.I.U. Center
Juniata-Mifflin Counties Area
Vocational-Technical School
Pitt St., Lewistown, Pa. 17044
Phone: 717-248-4942*



•FREE CHILD CARE•

•FREE TUITION•

SHORT TERM TRAINING

money is available
based upon need



Adult Education T.I.U. Center
J-M Counties Area Vo-Tech School
Pitt Street
Lewistown, Pa. 17044

Project: Re-Entry

SINGLE PARENT/
DISPLACED HOMEMAKER
PROGRAM



Adult Education
T.I.U. Center
Juniata-Mifflin Counties
Area Vocational-Technical
School

Project: Re-Entry can help you if you are a homemaker and:

- you are unemployed or underemployed and need help in obtaining employment
- you are unsure of what work you are qualified to do
- you are considering further education or training
- you want to meet other homemakers who are planning for their future
- you are confused about how to seek a job.



The program will help you:

- develop self-awareness
- build self-confidence
- learn job search skills
- increase success on-the-job

program description

The following areas will be covered in the counseling sessions:

career decision making

- to assist you in choosing the right job by setting goals and clarifying values. Interest and ability tests will be given.

job readiness

- prepare for seeking employment by practicing interviewing, writing resumes, cover letters, follow-up letters, and to plan an organized job search.

guest speakers/field trips

- topics addressed such as career opportunities, dressing for the interview, health. Trips to area training schools.

personal development

- assertiveness training, stress management, goal setting, values clarification, decision making, communication skills, time management, and more.



PROJECT: RE-ENTRY *by Connie L. Bishop*

I came, thirsty for knowledge,
and you let me in.

I came, unsure of where I was
going, but knowing where I'd been.

I came, nervous and unsure,
afraid, not knowing where to begin.

I gave my journal, my innerself,
you read it, but did not condemn.

I met a lot of good people,
unsure of themselves like me.

We all have shared a lot, set
goals, and with ourselves made peace.

The RE-ENTRY program, a good
place to be.

It taught us how to face facts, and
deal with ourselves and reality.

TRUE FACTS

- 20-30 million Americans suffer extended unemployment each year.
- Only 15% of all job openings are advertised.
- 85% of all job openings are unadvertised — the Hidden Job Market.
- 90% of all job seekers are not trained or skilled in how to find jobs.
- 40% of all job seekers create a negative impression during interviews within the first few minutes.
- In general, during both good and bad times, our economy creates one to two million new positions each year.
- Employers often hire people with the best job seeking skills over those who have similar or even better work skills.

"Job Search gave me self confidence. They teach job search skills most people don't know about. I recommend **Job Search** for anyone in the market or looking for work."

Maxine Everly - Library Clerk
Mifflin County School District



JOB SEARCH is a program operated by the Mifflin County Job Training Office.

For more information contact:

20 North Wayne Street
Mifflin County Courthouse
Lewistown, PA 17044
242-1423 or the
Adult Education Center
248-4942

JOB SEARCH WORKS

Lois Breon - Reporter
Lewistown Sentinel

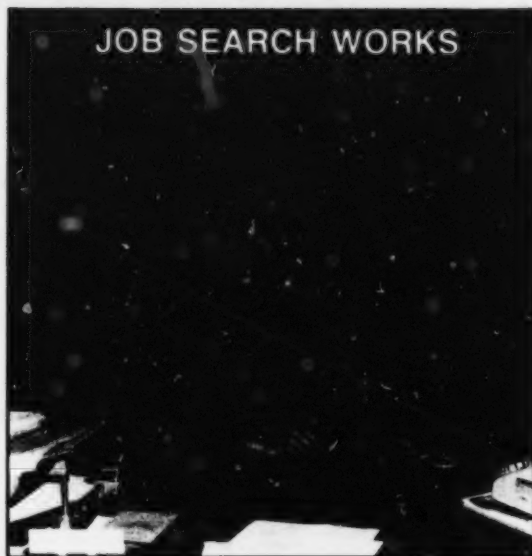


"Job Search prepares you for looking for a job and for following through with the interview. It was good to be in a class where other people were looking for work. Everyone had good ideas and passed them along to others."

SELF DIRECTED JOB SEARCH TRAINING

Learn job seeking skills you can
and will use throughout your life!

JOB SEARCH WORKS



"Job Search helped me get my job! I learned how to make phone contacts. I would recommend Job Search to anyone serious about finding employment."

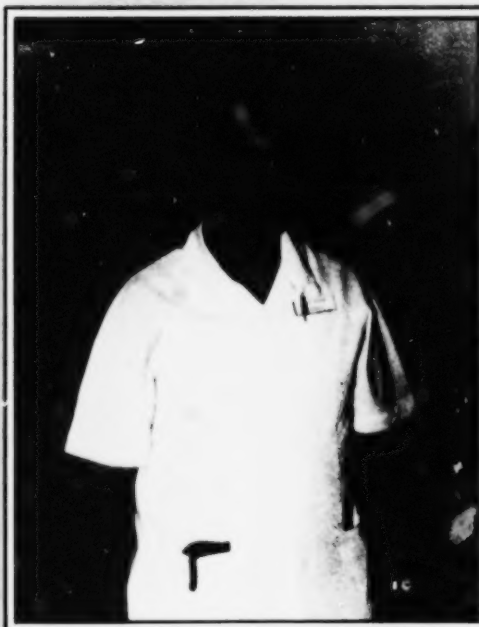
Teresa Orr - Clerical Office Worker
Kauffman's Music & Furniture

IF YOU ARE . . .

- * frustrated by the workings of the Job Market
- * motivated with a sincere desire to find employment
- * willing to learn and able to follow directions
- * then **JOB SEARCH** is for you! !

JOB SEARCH — a four week job search assistance program designed to help people find jobs fast!

- * job-search skills training in a workshop/group setting.
- * self-directed/counselor supported job search.



"Job Search helped me in filling out applications, doing resumes, and interviewing. I learned about using body language in an interview and how to find job leads."

David Pepper - Orderly
Lewistown Hospital

"The Job Search staff encouraged me and helped me to get in touch with the right people. I feel they help you to have confidence in yourself and guide you."

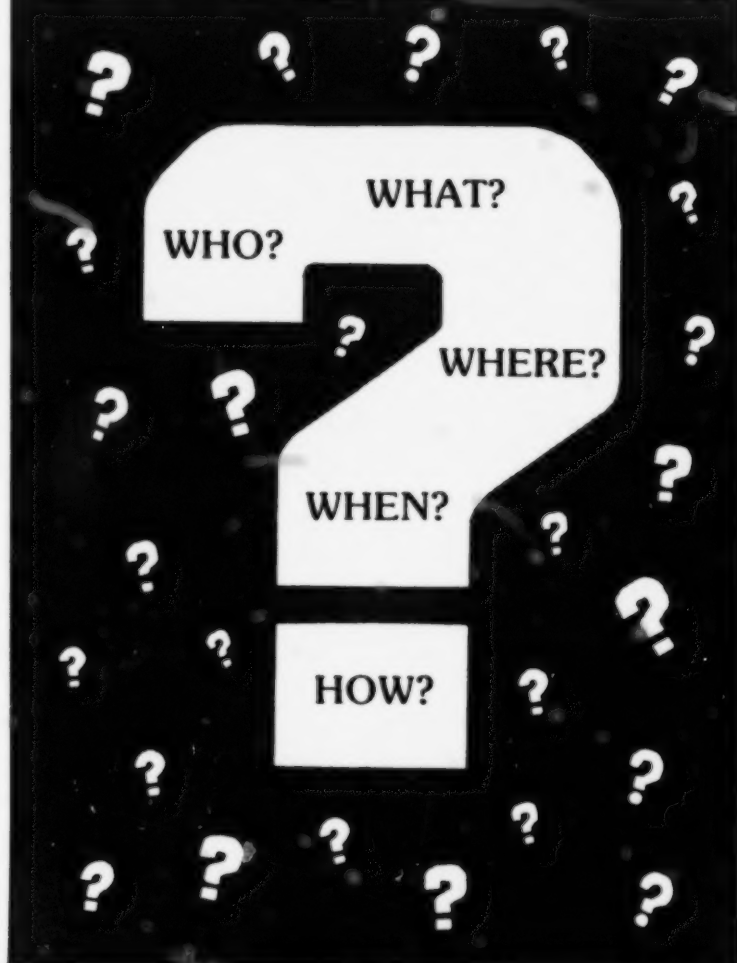
Judith Alexander - Teacher's Aide
Mifflin County Child Development



LEARN . . .

- * what employers are really looking for when choosing the applicant with the "right stuff".
- * how to effectively let the employer know what skills and abilities you have to offer.
- * how to locate unadvertised job openings and crack the Hidden Job Market.
- * how to correctly complete job applications to avoid getting screened out of initial interviews.
- * how to effectively organize your job search and cut your job seeking time in half.

Answers to Questions about the GED TEST



What is the GED?

The GED (General Education Development) is a study program that prepares people who do not have a regular high school diploma to take a test that, if passed, will qualify them to receive a State high school diploma.

Is the GED Diploma Really a High School Diploma?

Yes, the GED Diploma is equal to a high school diploma. It is awarded by the Pennsylvania Department of Education and is recognized by all fifty states in the nation.

Who is Eligible to Take the GED Test?

1. Pennsylvania residents eighteen (18) years old or older who have officially withdrawn from high school.
2. Seventeen (17) year-olds providing they have two letters to present at the time they take the GED test:
 1. One letter from a high school principal or guidance counselor stating that the GED student has officially withdrawn from school and
 2. One letter from ONE of the following:
 - a. an employer who requires employees to have a high school diploma or equivalent;
 - b. a college or trade school that requires a high school equivalency for admission;
 - c. a recruiting officer from any branch of the armed services;
 - d. a director of a state institution for residents, patients, or inmates requesting the test be taken no earlier than 90 days prior to their anticipated release.

Who is Eligible for the Diploma?

Anyone 18 or older who successfully completes testing. Candidates under 18 who qualify under one of the above provisions will be issued a letter stating they successfully completed testing. The diploma will be issued upon request after the person reaches 18 years of age.

What is On the GED Test?

Questions on five subject areas: Number of Questions

Test 1 — The Writing Skills Test (80 Questions)	
Spelling	10
Punctuation and Capitalization	10
Grammar and Usage	24
Diction and Style	8
Sentence Structure	16
Logic and Organization	12
Total	80

Test 2 — The Social Studies Test	60
Test 3 — The Science Test	60
Test 4 — The Reading Skills Test (Lit.)	40
Test 5 — The Mathematics Test (50 Questions)	
Arithmetic	30
Geometry	9
Algebra	11
Total	50

What Are the GED Test Questions Like?

ALL the questions are MULTIPLE CHOICE! And in Social Studies, Science, and Reading Skills (Literature), the questions are more tests of reading comprehension than subject knowledge. For example, on the Social Studies Test, you'll be given paragraphs to read on various topics in the social studies area; then you'll be required to answer multiple choice questions on what you've just read.

What if a GED Student Has Never Had Algebra?

You're in good company! About 9 out of every 10 people studying for the GED have never had higher math courses. Don't worry about it . . . when you have finished a basic skills math review, you'll be ready for some basic concepts in Algebra. And remember, about 60% of the GED Mathematics Test is basic arithmetic in word problem form.

What Test Score is Needed to Pass the GED?

A total test score of 225 points out of a possible score of 375, which is an average of 45 points (out of a possible 75) for each of the five tests on the GED exam. In addition a minimum score of 35 is needed to pass any of the five tests.

In other words, to pass the GED you need:

1. a total test score of 225
2. a minimum score of 35 on each of the five tests

As you can see, you're aiming for an average score of 45 points for each of the five tests. You don't, however, have to score 45 in each of the five tests. You can have, for example, a score of 35 on one test and still pass as long as you make up the 10 points needed (for a 45 average) on the other tests.

Where is the GED Test Given? And When?

In Mifflin County the test is given the third Thursday night and Saturday morning each month (September - July) at Lewistown Area High School. To check on the test dates call 248-4942.

How Much Does it Cost to Take the GED Test?

If you are participating in the JTPA GED study program there is no charge to take the test. The regular testing fee is \$15.00.

What Are the GED Study Sessions Like?

Classes are small and very informal with individual instruction. You work at your own pace and on your own level. We don't give out any "grades"; we simply help you prepare for the GED.

Where Do You Go for Help to Prepare for the GED Test?

Classes are held at the Adult Education Center in the Juniata-Mifflin County Vo-Tech School. 248-4942. Call 248-4942 or 242-1423 (Job Training Office) for information on registering.

How Much Do the GED Study Sessions Cost?

NOTHING! All classes and used books are FREE.

Who Can Enroll in the GED Study Classes?

Anyone sixteen (16) years of age or older who has officially withdrawn from school can enroll in GED Study Classes to start preparing for the GED test.

How Do You Know If You're Ready to Take the GED Test?

After you finish reviewing the study materials for any of the five GED subject areas, you can take a practice GED test on that subject. This will give you a good idea of how well you'll do on the actual test.

What Happens If You Don't Pass the GED Test?

Study some more and take it again the following month. Chances are you won't have to take all five sections over, just those on which you scored lower than 35 or as many as you need to take again to score 225 points.

When Can You Start the GED Study Classes?

RIGHT NOW!!

**Adult Education Center 248-4942
Job Training Office (JTPA) 242-1423**

**ADULT EDUCATION
TUSCARORA INTERMEDIATE UNIT
CENTER**

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

ADULT EDUCATION CENTER STAFF:

Carol Molek, Supervisor/Instructor
Jack McCurdy, Counselor/Instructor
Bill Ryan, Counselor
Betsy Stutts, Instructor/Tutor Co-Ordinator
Barb Goss, Instructor
Jamie Snyder, Instructor
Mae Brockett, Instructor
Harold L. Peachey, Instructional Assistant
Lisa Clark, Instructional Assistant
Ginger Shade, Secretary
Atha Workinger, Secretary

Program No. _____
Program Year _____

STAFF DATA FORM
TUTORS
READY-SET-ABE

1. Name _____ 2. Social Security No. _____
Last First
3. ABE/GED Program Address: _____ 4. Race _____
Name of Institution/School _____
Number and Street _____ 5. Sex _____ Male
City & Zip Code _____ Telephone _____ Female
7. Present position (s) in ABE/GED 6. Age _____
- ____ 1. Administrator 3. ____ Teacher 5. Aide/Paraprofessional 7. Tutor
____ 2. Supervisor 4. ____ Counselor 6. Clerical/Support 8. Other (specify) _____
8. Place a check next to the highest academic level you have completed:
- ____ 1. Traditional High School Program Diploma 3. ____ Technical School Diploma 5. Bachelor's Degree
____ 2. GED or External High School Diploma 4. ____ Some college, But No Bachelor's Degree 6. Master's Degree
____ 7. Master's Degree-Plus 8. Doctorate
9. Have you taken any credit courses in adult education? ____ Yes ____ No
10. If yes, have you (check only one answer):
____ 1. Taken one to three courses? ____ 2. Taken four or more courses?
____ 3. Received a degree in adult education?
11. How many years, including present year, have you worked with ABE/GED programs? _____
12. At which level do you do most of your ABE or GED teaching in this program? (Check only one)
____ 1. ESL ____ 2. 0-4 ____ 3. 5-8 ____ 4. 9-12
13. Check your area (s) of public school personnel certification:
- ____ 1. Elementary teaching 4. ____ Elementary Counseling 7. Administration (specify) _____
____ 2. Secondary teaching 5. ____ Secondary Counseling 8. Other (specify) _____
____ 3. Reading Specialist 6. ____ Special education 9. No certification
14. Average number of hours per week you will work in this program: _____
15. Staff compensation:
- Are You ____ 1. Paid at least partially from funds received from ABE Division of Department of Education? ____ 2. Paid entirely from other source(s)?
____ 3. A volunteer?
16. Hourly rate of pay for your primary position in Item 7: _____

Tuscarora Intermediate Unit No. 11

R. D. 1, BOX 70-A

McVEYTOWN, PA. 17051

Dale E. Heller, Ed.D.
Executive Director

Jacqueline M. Vocke
Assistant Executive Director

Anthony P. Labriola
Curriculum & In-Service Specialist

Phones: 814-542-2501
717-899-7143

George A. Ziolkowski, Ph.D.
Director of Special Education

Gary C. Madden
Principal, Trough Creek Youth Forestry
Camp No. 3

MEMO

TO: Tuscarora Intermediate Unit 11 Personnel
FROM: Jacqueline Vocke, Assistant Executive Director
DATE: February 27, 1987
RE: NON-DISCRIMINATION POLICY

In order to maintain Title IX compliance, it is important that TIU-related material, including ads for employment, bids and pamphlets, contain the following statement:

The Board of Directors of Tuscarora Intermediate Unit 11 has designated Jacqueline M. Vocke as the Tuscarora Intermediate Unit 11 Equal Opportunity Employment Coordinator to insure compliance that the Tuscarora Intermediate Unit does not discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Inquiries concerning the Equal Opportunity Employment Act may be directed to: Mrs. Jacqueline Vocke
Assistant Executive Director
R.D. 1, Box 70-A
McVeytown, Pennsylvania 17051
(814) 542-2501 or (717) 899-7143

Correspondence and other brief items should contain a condensed version of the above statement. An example is the phrase "an equal rights and opportunities employer."

I will be happy to answer any questions you may have regarding the non-discrimination policy.

skr